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THE SOCIAL STATUS OF TEACHERS.*

Few subjects are of greater importance to our comfort in our daily life than the one upon which it is proposed to address you briefly, *i. e.* the Social Status of Teachers. Nor is it a subject important to teachers only ; for it concerns the whole people.

Smiles says : " The truest bits of opinion sown in the minds of children in private life issue forth to the world and become its public opinion ; for nations are gathered out of nurseries, and they, who hold the leading string of children, may even *exercise greater power* than those who wield the reins of government. The child's character is the nucleus of the man. All after education is but superposition ; the form of the crystal remains unchanged. Those impulses to conduct which last the longest and are rooted the deepest always have their origin near our birth. It is then that the germs of virtues and vices, of feelings and sentiments are implanted which determine the character for life. "

No one who has carefully read Drummond's " Changed Life, " can fail to see that the children who are to form the future public are miniature copies of their present teachers, and that it is particularly important that a wise oversight of

*An address given before the Montreal Teachers' Association, by the President, Miss E. Binmore, M.A.

the appointment of teachers should be an inalienable right of the public. Then, when every care has been taken to choose wisely, it is the duty of the public to accord to the teacher every recognition which superior merit should command. The people cannot too carefully make the choice of their teachers ; but, having chosen them, reason demands that they should ratify and endorse their action by giving teachers every honour.

This seems axiomatic, but society seldom acts upon the conviction of its truth. I do not mean that it is either possible or necessary for teachers to plunge into a round of gaieties. This is as undesirable as it is beyond their means. But the aristocracy of intellect should welcome within its circle all properly qualified teachers.

We may consider the question from three different aspects : what the social position of a teacher actually is ; what it should be ; and how to attain an ideal position.

The social status of teachers varies with country and sex. In Russia, it seems to be all it should not be. (*Vide* Smith, Report of Com. Education, published June, 1895, at page 226.) The whole article is well worth reading, as Russia has the most expensive and least efficacious system in Europe. It proves the ancient proverb : " Give your son a slave as a teacher and have two." Canada can have no desire to imitate Russia's school system.

Dr. Peterson, of McGill University, told us, at Sherbrooke, that in England ladies do not take positions in the public schools. In the United States, teaching therein becomes the life work of many a citizen's daughter ; and teachers do not in any sense lose caste, but are a very influential body. In fact, they seem to form an aristocracy of mind, acknowledged even by the plutocracy. Indeed, it is a widely held opinion that the only reason, or at least the chief reason, why Levi P. Morton failed to obtain nomination as Republican candidate for President, was that he offended the teachers of New York city, by interfering in their method of appointing teachers in the public schools.

In Canada, and especially in Montreal, to which I shall chiefly confine my remarks, a middle course is followed. Teachers in colleges and normal schools may receive recognition, but the great body of teachers is socially more or less ignored. Yet the college lecturer is useful only as an educationist when he applies the same principles which

are followed in the public schools, and he depends for pupils on the proficiency of these same schools.

People generally may have accorded some scant recognition to male teachers. But when the attention is turned to the public's valuation of the mass of its teachers, the women, who form the majority of that profession, we must accuse the public of very grave injustice.

In a certain sense the misfortune of teachers has seemed to the advantage of the public. The remuneration offered to men has been sufficient to retain enthusiasts for life, while it has never sufficed to entice into the profession those who are not dominated by a love of the work. To this is due the large number of able men teachers whom we are proud to include within our body. This is the fact, *par excellence*, which has enabled men teachers to attain a position so honourable among us.

But when we observe the work done by many, many women teachers with whom we are personally acquainted, we cannot fail to observe their grasp of their work, their noble use of their influence and power over their pupils. Yet we accord to them only such a position as would befit Shenstone's school-mistress or Goldsmith's scarcely more-to-be-venerated village teacher. It seems as though we thought them a necessary evil, to be discarded and cast aside at the earliest opportunity.

The reasons for this lie in two general subdivisions, external and internal. There is, to begin with, a certain amount of Anglo-Saxon prejudice in our minds against women being found anywhere but in the home. Friends who have lived both in English and Canadian homes tell me that there is a good deal of friction in the so-called "happy homes of England." Several women in one household fritter away time and talents and temper in petty occupations which need only occupy one,—the remainder of the time too frequently being spent in gossip, jealousies and useless fancy work, while the whole family live in straightened circumstances. The wasted time might profitably be spent in useful employment, adding thereby to the general sum of human happiness. How they must envy us who, in similar cases, would relieve the overburdened males of the family, and win personal independence, making it possible for the whole family to live in comparative affluence.

Granted even that home be the best place for women, the surplus, which even in times of peace exists undoubtedly (see *Pall Mall Magazine* for September and October), might well be employed in the nearest possible approach to the home, viz., the school-room.

Moreover, reverently be it said, every talent is given to us to occupy, not to hide in a napkin.

There is no disgrace in work well done. The only cause of shame is that it is not done in the best way possible to us. The attitude taken by the public therein should simply be to see that they sufficiently remunerate us to enable us to fit ourselves to do our work in the best way. There should not only be sufficient to repay original outlay, but to render it possible for us to keep up with contemporary thought.

But the second reason is far more forcible. That is the attitude we ourselves take towards our profession. We often act as though we were ashamed of being teachers. I have known a teacher to start daily by a different route, and at a different time, lest she should be recognized as a teacher, by people with whom she was not even acquainted. Just think of the absurdity of the feeling. Ashamed of being rulers of the world, moulders of the destiny of a beloved country, guides and friends to the only class in which can be originated the germs of noble and unselfish lives! The world accepts us largely at our own valuation, and if we show it that we despise our lofty profession and magnificent opportunities, is it wonderful that it should despise us?

Sometimes we allow petty jealousies of each other to blind our natural justice. We allow no one's method to be good which is not identical with our own. There is no cruelty greater than a sneer, nothing which so blights reputation, hampers good work and destroys transcendental zeal. We practically say: "Let sink the drowning if he will not be saved by the plank held out by me." Yet, how hard we feel towards the public which fails to recognize our merit.

We owe it to our professional etiquette and to our very existence, to say nothing of our advancement, to uphold each other's hands; to stand together remembering the story of the bundle of twigs. My purpose or yours can be frustrated, but the purpose of this whole body cannot be. A

solid minority even can always obtain its will. Let us take a leaf from the book of others and be wise. Just as doctors and lawyers refuse to underbid or underrate each other, let us say only good of each other. By a like course even women have won their point against apparently overwhelming odds. Is not this the case with domestic servants of the present day? A friend said not long ago that it was easier and cheaper to get a man for waiting on the door and doing odd jobs than a housemaid.

In the next place let us give honour to whom, and to what, honour is due. Let us never feel any shame of our profession. It is by far the most influential in the whole world. Let us blush only when we have not done everything in our power to fit ourselves for carrying it out. If we are ashamed of teaching, we are useless in that position, and it is high time conscience forced us into some other employment. Labour is not a curse but a blessing, and if that man is a public benefactor who causes two blades of grass to grow where one grew, much more is a teacher who causes a thought or virtue to grow in fifty young minds or hearts.

What should the teacher's position be? Drummond proves that each man's face mirrors indelibly his environment from birth. If a child receive his teacher's impress from him and also, by reflection, from his classmates, we see why he is so decidedly an imitator of that teacher. Moreover he is at an age when authority is incontrovertible. Then it is impossible to be too careful in the choice of authority.

Now how can the choice be most effective? It is imperative that training of a very special character should be demanded from every one engaged in teaching. It is an occupation not to be lightly entered upon, and to be rigidly guarded from incompetency. Remember the strength of a chain is that of its weakest link, and one poor teacher can do more harm to the cause of sound education, than can be undone by many good ones. We must keep ourselves a close corporation.

Having entered the profession, we cannot sit idly down. Education, science, knowledge are advancing and widening. We must keep abreast of the times. I can imagine no more really economical device than that of most American cities. There, a holiday of a year is given every seventh or

ninth year, with salary, and a stipulation that it shall be spent in study and travels. This is given to those who have made teaching a life-work, not to the new and untried. It also ensures the combination of wide experience with ability and living system.

Another matter is the scale of salaries. As has already been hinted, the position of teachers across the line is in many ways enviable. Perhaps to women, in no way is it so enviable as in the matter of salary. Do you realize (see Report of Com. Education, 1895) that the difference in the average salary paid to men and women there, is only \$8.24 monthly. A corresponding difference here would materially raise our scale of salaries for women. Another circumstance, which calls for a change, and to which to no inconsiderable extent, our lack of recognition is due, is the apathy and ignorance of college teachers and professors. These forget that many of themselves were once common school teachers, and almost seem to feel themselves of another sort of flesh from us. Such narrow-mindedness is very foolish. We all profess to desire an aristocracy of intelligence, and where shall we seek for its members if not among professional people. We must not forget that a teacher, worthy of the name, is one who has devoted years to preliminary preparation. In the normal school he has come into contact with the best minds of the country. It is unfortunate, that though affiliated with McGill, our Normal School is not constituted a faculty thereof. Not that it would thereby do better work; but that the people might recognize the high character of the work it now does. Wherever a university graduate may be received, there, also, should a trained teacher find a welcome.

But we must in some way arouse the public generally from its apathy—an unconscious compliment to the way in which, on the whole, we fulfil our duties. The public is ignorant not only concerning what salaries we actually receive; but also concerning the subject of teaching generally. The Normal School is scarcely known as it should be outside those whom it supplies with teachers and who prepare pupils to enter it. What millionaire ever thought of endowing it as has been done in the case of each faculty of McGill University! Yet how infinitely more important to the public generally is the work of that institution than that of any faculty. The whole generation passes under its

sway, and by its lessons are moulded its temporal and eternal life. Even if we consider the influence of medicine to be equally wide, its influence is over our physical welfare. Colleges are important to a small community only ; but people forget that if the foundation be not well laid, the best structure is useless.

One reason that teachers are not better paid is that the majority of them are women. In most cases the ameliorations, which have lately fallen to the lot of women in other callings, have originated in stipulations made by trades-unions, unconditioned as to sex, and women have received as part of the general body advantages won by men's legislation. The lack of sufficient remuneration will always directly and indirectly affect the status of teachers. If we consider whom we sometimes include under that name, we scarcely wonder people misjudge us. The remuneration is insufficient to induce any but enthusiasts to make it a life work. No position of any importance therein is open to women, though in other countries they can fill and have successfully filled the highest positions. If you take away every possibility of advance beyond mediocrity you lose a powerful incentive to advance and enthusiasm. As every American boy may hope some day to be president of the United States, so should every woman see a possibility of standing some day first in her profession.

The men engaged in the profession have not enough at stake to insist on a general rise in the scale of salaries, regardless of sex. From among ourselves no effectual champion has as yet arisen. Since we do the bulk of the actual teaching and discipline, we should receive a larger share of remuneration, and there would be scope for every one's ambition.

How shall an ideal position be obtained ? First, let us privately and publicly, as we have opportunity, bring our cause before our fellow-citizens. We all have influence ; let us exercise it for the general benefit. If we persuade people to look into the matter, we have gained much. Every one has, implanted within him, a desire to better his day and generation ; if we can show them that our cause is that of education, our rights will speedily be conceded.

But, as was said before, the whole matter is largely in our hands. We are creating the public which will judge us. The teachers are the most influential body in the country.

They mould the character of the age that follows and therefore the destiny of the country. This should far outweigh any personal, pecuniary advantage. If we cannot make the future all we wish it, we can do much towards accomplishing this. Browning says: "Ah, but a man's aim should exceed his grasp or what's a Heaven for?"

We see those entrusted to us advance daily in self-control and manliness; battle nobly with failings and overcome them while their minds unfold and expand. A teacher who does so, if she fails to obtain pecuniary advantage, at least can feel "to live in hearts we leave behind us, is not to die."

Filled with such an ideal, each day's work would be done in the best way possible by us. The widest range of subjects, the greatest varieties of incidental or collateral knowledge is necessary to make even a simple lesson what it should be.

Every effort must be made to keep up with the advance of the times by reading and, where possible, by contact with the best minds of our city and day. We may not have every seventh or ninth year to travel, but in this city we have many special opportunities for self-improvement. Surely we do and will take advantage of them. Not only will we strive to keep up ourselves in touch with modern thought; but we will zealously *guard the honour* of our profession and struggle strenuously against allowing incompetent, untrained teachers to teach.

Quebec has the right to insist that at least in public schools no uncertificated teacher shall be employed as long as a certificated one is available. It should be as illegal to accept the oversight of the mind without certificate, as to take charge of the body without a medical diploma. It is as necessary to demand a diploma for teaching as for the practice of medicine. Were all our teachers trained, the only objection to their social recognition would have disappeared. We must keep the teaching profession such that the name of teacher shall, in itself, form a recommendation.

Finally, fellow-teachers, let me appeal to you, and especially to the women among you, to uphold me this year. Let us, by using it, prove that we value our association. It is only by combination that we can make permanent improvement in our position. In a city like Montreal, we should have a strong association, able to speak with no

uncertain voice, and to make itself heard. We have the power to improve the position of the teacher if we would wield it.

Let us rise to our present opportunities and these will be increased many fold. We have talent of every kind among us. There is no reason why membership of this association should not constitute a distinction sought by all. Make the association what it should be, and there is no fear for its success. It should form the quintessence of the intellect of the city.

We can attain this position by keeping three points before us; by honouring our profession, by insisting on only duly qualified members being included therein; and by standing shoulder to shoulder to help one another.

[Miss Binmore had her paper abridged to suit the readers of the RECORD. Although the parts that were cut out were specially applicable to the teachers of Montreal in their relation to the local association, we may be permitted to say that she announced an attractive programme of work for the coming winter. Dr. Robins is to give his paper on Self-Culture, which was crowded out at the recent convention. Mr. Winship, Editor of the *Educational Record*, of Boston, will give an address in January on "Girls"; a debate on some educational topic will be held, and arrangements are in progress for a reading circle. The prospects of a profitable year for the members of the association, under its enthusiastic and progressive president, are bright. May other local associations be as active. Ed. Ed. R.]

Editorial Notes and Comments.

—WHEN this number of the EDUCATIONAL RECORD comes into the hands of our readers, the thoughts of all of us will be turning to the approaching season of peace on earth and good-will to men. At the time when good wishes are the order of the day we would express to all our friends and co-workers in the educational field, our hope that we may, one and all, have a merry Christmas and a happy New Year. We trust that 1897 may have many good things in store for our teachers, not only in their professional careers but also in what concerns their private life and conversation.

—IN giving to the *School Journal*, his "Pedagogical Creed," Dr. Levi Seeley, author of *The Common School System of Germany* and other educational works, concludes with these words:—"I believe that besides the intellectual and physical side of the child, there is the moral and religious side, also, which must not be neglected, and this moral and religious life in the child can be fully developed only by lessons from the Holy Scriptures. I believe with Rosenkranz that 'Education must, therefore, first accustom the youth to the idea that, in doing the good, he unites himself with God as with the absolute Person, but that in doing evil he separates himself from Him. The consciousness that through his deed he comes into relation with God himself, affirmatively or negatively, deepens the moral standpoint with its formal obedience to the commands of virtue, to the standpoint of the heart that finds its all-sufficient principle in love.' As therefore no education is complete without the religious, the state which seeks to make complete men is not doing its whole duty in the public school. I admit that in the working out of this idea in our country there are great dangers and difficulties, especially those which would engender sectarian strife. But these dangers would be reduced to a minimum by teaching only great universally accepted religious (not theological) truths, such as the existence of God, man's responsibility to Him, etc., as well as great moral lessons founded on the Bible. I might add many articles to my pedagogic creed, but it seems to me that the whole ground is covered by these four statements, namely, *a science of education* which requires professionally trained teachers filled with the true knowledge and spirit of teaching; the child is the centre of pedagogic interest in the school, therefore a psychological study of the individual is necessary; the end of education is character, which gives noblest aim to instruction; and the final purpose to be sought, which is also closely allied to the preceding statement, is to bring the child to a knowledge of God, his duty to Him and to his fellow-man."

Mr. L. H. Jones, Superintendent of Schools, Cleveland, sums up *his* "Pedagogical Creed" thus: "The end and aim of modern education requires that one become able to think clearly, to aspire nobly, to drudge cheerfully, to sympathize broadly, to decide righteously, and to perform ably; in short to be a good citizen."

—Do you believe that success is easily attained? Dr. Charles Parkhurst maintains that it is. In the December *Ladies' Home Journal*, he says: "The appearance is that only a comparatively small number of people ever quite realize what an easy thing success would be if only they made effective the means to it which they have already in hand. Differences among people in respect to efficiency are far less an affair of resources than they are a matter of getting those resources trained upon a particular point, and of getting that point so close to the eye and the heart that it shall be able to draw those energies along convergent lines, like a sun-glass that will convert ordinary temperature into heat by contracting solar lines to a focus. It is worth a whole fortune to get well stirred up, to get all the energies of one's being drawn out in warm intensity upon a single object. A good deal of the success of even a man like St. Paul is due to that posture of mind and of life which he expressed when he said, 'This one thing I do.' He was wholly drawn in under the power of a single purpose. He was aglow with that purpose. Everything within him was combustible material, which he laid upon the crackling bonfire of that purpose. Success was, therefore, easy to him."

—FROM time to time the advantages or disadvantages of the system of "honour" courses in our colleges over the so-called "ordinary" courses, form the subject of discussions in the educational journals. Colonel Thomas W. Higginson, in the *Atlantic Monthly* for December, makes the following defence of the "elective system." There is not, says Colonel Higginson, the slightest doubt in my mind, as an extra-collegiate observer, of the vast improvement made by the elective system; and I should like to see it extended yet more widely, so as to annul absolutely all distinction in grade between "academic" and "scientific" courses. The day of universal scholarship, when Plutarch or Bacon could go the round of knowledge and label every item, is as extinct as the saurian epoch. The world is simply too large. The most enthusiastic scholar must forego ten times as many paths as he can pursue, and must resign himself to be a specialist. It is inevitable, but it has obvious disadvantages. The last of the old-fashioned Cambridge scholars of whom one could ask a miscellaneous

question, with prospect of answer, died with the late Professor Torrey. I now know that I can make no enquiry so difficult, but there is probably some man in Cambridge who can answer it; yet it may take a week of investigation to ascertain just who that man is. On the other hand the things which these wise men do not know are constantly surprising, at least to a survivor of the old miscellaneous method. I have had a professor of political economy stop me in the street to ask who Charles Brockden Brown was; and when I suggested to a senior student who was seeking a lecturer for some society that he might ask John Fiske, he replied that he had never heard his name. Now, I knew all about Charles Brockden Brown before I was twelve years old, from Sparks's American Biography, and it was not easy to see how any one could read the newspapers, even three or four years ago, and not be familiar with the name of John Fiske. Yet this specialization extends, in truth, to all classes of the community. A Boston lawyer, the other day, told a friend of mine that, in his opinion, the Harvard professors were less eminent than formerly. My friend replied with truth that the only difference was that they were less likely to be all-round men, known to everybody; but that the teachers of to-day were more likely to be eminent in some particular department, in which they usually knew far more than their predecessors. "There is, for instance," he said: "Professor Farrow, who has an international reputation as an authority in cryptogamic botany." "I never even heard of him," said the lawyer, "nor of cryptogamic botany, either."

—In connection with the crusades that are made every now and then against examinations as an educational process, it is interesting to note that Professor W. P. Trent, of the University of the South, deprecates their use, at least in so far as the teaching of literature is concerned. He says: The history and theory of literary composition, especially of poetry, should be included in every well-organized curriculum, and any competent teacher can examine on them. But though these studies may chasten the emotions, they do not primarily appeal to or awaken them, and for the purposes of the elementary teacher they are almost useless. Are such teachers, then, to be debarred from making use of those departments of literary study that

admit of being tested by examination? I answer, Yes, so far as their main work is concerned. A small amount of literary history may be required and pupils may be examined on it, and perhaps a tiny amount of criticism, but for the most part school classes in literature should go scot-free from examination.

Current Events.

FROM the last report of the superintendent, it appears that there are in all 8,290 pupils attending the schools under the control of the Montreal Board of School Commissioners. In the schools directly under the control of the Commissioners, there was an enrolment of 7,627 pupils, of which number 1,673 were receiving their education free. The superintendent, in concluding his report, drew attention to the fact that in the last Imperial Competition in Upright Penmanship, a competition which was divided into four classes, in two of these classes, pupils from the Montreal schools had taken first prizes. This competition was of a wide-reaching character, and one in which pupils from more than a score of schools in England and Wales competed.

—WE are glad to hear that the Model School at Clarenceville is having a most successful session. The principal and assistant at the beginning of the year finding the classes too large for effective work, an intermediate department seemed absolutely necessary, and Mr. Fuller applied to the School Commissioners for a teacher for it. Miss Gertrude Chilton was engaged and began her work recently, in a room fitted for the purpose in the upper story of the building. No doubt the change will be to the advantage of the school in many ways and justify the expense incurred if it should not be covered by an increased grant. Miss Chilton should receive the support she deserves from the patrons of the school. In this as well as in many other communities few realize or appreciate the advantages obtained in a school for superior education. The saving to parents in this neighbourhood, in the past as well as the present, could be computed at thousands of dollars. Some of the most successful teachers in the province owe their early training to the Clarenceville Academy, and the work is still going on as successfully perhaps as it ever has.

—THE Hon. G. W. Ross, Minister of Education for Ontario, together with representatives of the other provinces of the Dominion, is engaged in revising the manuscript of the "History of the Dominion of Canada," written by H. W. P. Clement, of Montreal, preparatory to its being published as a text-book for universal use in Canadian schools.

—SANITARY arrangements, in connection with the public schools, are becoming the rule in the various towns and cities of the United States. Patterson, N. J., proposes to take a step in the right direction by introducing soap and towels into the schools for the purpose of having the faces of the pupils washed when that duty is forgotten at home. Before long, it is to be hoped, every school will have a bathing annex.

—THE Commissioners of Public Instruction of Camden, N. J., have lately adopted a rule prohibiting teachers from detaining pupils longer than fifteen minutes after the noon session and thirty minutes after the afternoon session.

—THE trustees of Johns Hopkins University seem to be placed in a dilemma. Women are refused admission to the university except in the school of medicine, where they have exactly the same facilities for study that men have. One would naturally expect that the last department to be opened for women to study with men would be that of medicine. If co-education in the medical school is desirable it ought to be allowed in all departments. The explanation of the matter may be that Miss Garrett has given nearly \$500,000 to the medical school as an inducement to open the doors to women students.—*Exchange*.

—A SYSTEM by which school luncheons are provided for pupils who cannot return home at mid-day, was inaugurated in connection with the English High School, Chicago, two or three years ago. The experiment has met with great success, and the school "restaurant" has now about 300 seats, which, although no pupil is in any way obliged to bring his luncheon to the school, are always filled. Good food and drink is supplied at the lowest possible figure, while pupils whose parents prefer are allowed to bring their own luncheon, which, however, must be eaten in the "restaurant." This system is found to be efficacious in doing away with disorderliness, the boys meeting together at table and eating their luncheon in a mannerly and gentlemanly way.

—THE retirement fund for school teachers in Brooklyn, N. Y., consists of one per cent. deduction from the salaries of all teachers. Teachers at time of retirement must be sixty years old in the case of males, and fifty-five years in the case of females. They shall have had thirty years' experience, of which twenty years shall have been consecutive service in Brooklyn public schools immediately preceding retirement. Teachers, before retirement, are required to pay into the fund twenty per centum of their annual salaries. This may be paid in lump sum. Teachers may be retired on personal application or upon recommendation of the local committee of the school in which they are employed, provided such application or recommendation receives the approval of the Committee on Retirement of Teachers, and the board of education.

—THE collected opinions of more than one hundred leading professors in twenty German universities form an interesting contribution to the literature of higher education for women. Some of the contributors write enthusiastically in favour of throwing university courses open to them, the members of the faculties of psychology and philosophy being unanimous in support of the proposal. Some of the writers are reserved and undecided, and a few are positively averse to providing for women any higher education. As Germany has always been noted for its conservatism on all questions relating to the status of women, these published opinions show that very satisfactory progress has been made.

Practical Hints and Examination Papers.

—THREE THINGS.—In conducting the work of the school, there are three things to be watched lest they become fixed habits. First, *nagging*. In a recent visit to a primary room of youngest children, I was particularly struck with the absence of all nagging by the teacher. A little boy began to hum in an absent-minded way. "Who has to hum?" asked the teacher in a pleasant, half-chiding way. The boy looked up smilingly and *stopped humming*, which was all the teacher was after. Wasn't that better than to say, "Stop humming? If I catch you humming again, I'll punish you." The nerves of both children and teacher are saved and it is a good thing to save nerves and friction

when you can. Again in the same room a girl was playing with her shoe-buttons during a recitation. "Who isn't helping?" asked the same teacher. The little girl was all attention in a moment, and had not been smoothed the wrong way. The absence of nagging in that room was a blessed relief to the visitor, to the children, and to the teacher as well. See how often you can forget to say *Don't* this year.

Heavy, shuffling walking by the children. It is astonishing how much of this shambling motion is permitted in the school-room by teachers who never seem to mind it or know it. Little children, particularly boys, often bring this habit to school in an aggravated form. It is as if the home people had never even noticed it or attempted to correct it. Begin the very first day to correct this heavy, dragging step. Not by saying, "Don't walk that way," but by devising some way to get the light buoyant step. Not a tip-toe—that is almost as bad. Children have to *learn* to handle their legs and feet. They are as much in the way as are hands sometimes.

Thick indistinct enunciation is another of this prominent trio of evils. It is an exception if children speak clearly and distinctly in the school-room. It has been considered "cunning" at home for the babies to talk indistinctly and the teachers have it all to undo. Unteach it *gently*, but correct it as persistently as you would pull weeds out of a garden. Not once, but every day. They will be sure to grow over night. It is just possible that the teachers themselves are not the best examples in this respect. Nothing better to correct this tendency than frequent phonic drill.—*Primary Education*.

—THE CHILDREN'S HABITS.—From an article in a recent number of the *School Journal*, we abstract these suggestive notes on the children's habits.

A habit may be defined as an acquired tendency to do a certain thing in a certain way under certain conditions. The thing done may be either a series of movements or of purely mental acts. The conditions are external, such as the time, place, sights, sounds, and sensations of movement that are acting upon the individual as stimuli to action; or internal, such as the nature of the mental activity just preceding the degree of fatigue and the general emotional and

bodily conditions. Since one of the principal functions of the teacher is to direct the formation of habits, and since imitation is one of the most important factors in habit formation, the following suggestions can be profitably carried out by every teacher. As a preliminary to such observations it would be well for each one to change some habit of pronunciation, language, or manner of his own, noting carefully how much attention is needed to do so, and how often and under what conditions he does the act in the old way :

1. Look for instances of imitation of teacher in voice, language, gesture, expression of face, attitude, ways of doing things, and any mental or moral characteristic.

2. Note similar imitations of classmates or other persons and imitations of what has been read about.

3. Notice whether the imitations are unconscious or intentional and persistent.

4. Give special attention to those that are likely to lead to the formation of good or bad habits of conduct, and to those that are likely to help or hinder progress in the subject studied.

5. Notice for individual pupils whether the tendency to imitation is so strong as to prevent originality, or so weak as to retard the formation of desirable habits.

6. Note whether there are any habits common to the class as a whole, or to nearly all of its members, that interfere with good order and successful work during the recitation.

7. Notice the effect of all efforts of the teacher to change these habits.

8. Note what habits of studying or doing things are being formed by the pupils in each subject studied that will be of advantage or disadvantage to them.

9. Select one or more pupils for special study and note down all the attitudes, movements, phrases, and actions that seem to be characteristic and more or less habitual.

10. Notice especially the habits that are commendable and those that interfere with the pupil's best and most rapid development.

11. Determine the origin of as many of the habits as possible.

12. Notice at what time of the day and under what circumstances the undesirable habits manifest themselves.

13. Note any change in habits that seems to be taking place and especially the effects of the efforts made by the teacher to modify them.

14. Discover if you can whether there is any one trait or habit that is the principal one and at the bottom the cause of all the others.

15. Determine what means should be used to correct bad habits and preserve good ones in the pupils studied.

—PROBLEMS IN MENTAL ARITHMETIC.—The following series of questions may be found useful in the arithmetic class as tests of the pupils' ability in what is called "mental" arithmetic, to distinguish it from arithmetic worked out on slates or paper.

A boy had thirty-seven apples; he gave five to one companion and eight to another; and when he had given some to another he had six left; how many did he give to the last?

A man owed fifty-six dollars; at one time he paid seventeen dollars, at another eight, at another five, at another seven; at last he paid the rest of the debt, wanting four dollars; how much was the last payment?

Six men bought a horse for seventy dollars; the first gave twenty-three dollars, the second fifteen, the third twelve, the fourth nine, the fifth seven; how much did the sixth give?

A man bought a horse for forty-five dollars and paid fifteen dollars for keeping him; he let him enough to receive twenty dollars, and then sold him for forty-three dollars; did he gain or lose by the bargain? and how much?

Two men start from the same place and travel different ways; one travels two miles in an hour; the other travels three miles in an hour; how far apart will they be at the end of one hour? How far at the end of two hours? How far at the end of three hours? How far at the end of four hours?

Two men start from the same place and travel in the same way; one travels at the rate of two miles in an hour; the other four; how far apart will they be in one hour? How far in two hours? How far in four hours?

A man had forty-two dollars, which he paid for wood at seven dollars a cord; how many cords did he buy?

Two boys are forty-eight rods apart, and both running the same way; but the hindmost boy gains upon the other three rods in a minute; in how many minutes will he overtake the foremost boy?

There is a vessel containing sixty-three gallons of wine; it has a pipe which discharges seven gallons in an hour; how many hours will it take to empty the vessel?

There is a vessel containing eighty-seven gallons, and by a pipe ten gallons will run into it in an hour; in how many hours will the vessel be filled?

If one man can do a piece of work in thirty days, in how many days can three men do it? in how many days can five men do it?

If you wish to put sixty-four pounds of butter into eight boxes, how many pounds would you put into each box?

If you had seventy-two pounds of butter, which you wish to put into boxes containing eight pounds each, how many boxes would it take?

—As a supplement to the problems just given, we reproduce here another set of questions in the same subject, taken from another exchange.

A school slate measures 10 inches long by $7\frac{1}{2}$ inches wide, inside the frame. How much writing surface does it contain?

Paper that measures 8 inches by 5 inches is called commercial note paper. How much surface does a sheet of commercial note paper contain?

If it cost \$1 to saw a cord of wood into three pieces, what, at the same rate, will it cost to saw it into four pieces?

Iron rails cost \$1 a foot; what will one mile of railroad track cost?

If half of what I receive for my watch is gain, what is my gain per cent.?

What per cent. of $\frac{1}{6}$ is $\frac{1}{3}$?

If my coffee cup holds $\frac{2}{3}$ of a gill, how many cups in one gallon?

What will one mile of wire cost at three cents a yard?

What will it cost to plaster a room 30 feet long by 20 feet wide by 10 feet high, at 10 cents per square foot, no allowance being made for doors and windows?

What will it cost to paint a front yard fence 60 feet long and 3 feet high at 25 cents per square yard?

—THE DECORATION OF THE SCHOOL-ROOM.—Too long have our school-rooms been bare and uninviting—places where a certain amount of work, was to be accomplished, necessary fixtures in an educational scheme, but nevertheless places which were entered dutifully at nine o'clock and quitted with joy and alacrity when the hands of the clock crept round to four. But the dawn of a new era is upon us; for education in its broadest sense is conceived to mean the training of the mind to see, to think and to act; to the development of power, and not to the slavish working out of tasks. It means the bringing of broadening influences to bear upon the mind, and the development of a true culture which shall lead to wise, right living, and the attainment of a more beautiful public life. This means a spiritual and not a material development, a growth of the soul, upward and outward, a growth which must of necessity be fostered and influenced by the contemplation of the productions of great thinkers and workers of all time. This is the reason for the introduction of the study of literature based upon the masterpieces of the great authors; and this, if we are consistent in our theory, is the reason for the introduction of art education with its all uplifting influences, for wider appreciation of the artistic monuments of all the ages.

If we are to look to a greater appreciation of art productions and a more refined public taste in the citizen of the future, we must lay the foundation for that mental development in the public schools of to-day. We must surround the child, at least while in school, with walls which are clean and pleasantly tinted, and hung with appropriate art reproductions in photography or engraving. Blackboards should be shielded with pleasing but inexpensive drapery curtains, suspended from shelf-like mouldings whereon are placed casts and simple effects in pottery, to cultivate a love of form. Good reproductions in colour, to develop a sense now so conspicuously lacking in our American life, should not be forgotten; and plants and sunshine should be allowed to do their best to satisfy the innate longings for outdoor life, so characteristic of the child. The true object of the existence of pictures and the other decorations in the schoolroom is to help educate pupils therein. Primarily, the character of the decorations must be in harmony with the mental development of the child; and if they are

to serve their broadest purpose they must be so selected that they will not only act as incentives and inspiration in the study of history, geography, or literature, but will also breathe a constant, subtle influence toward art education. That scheme of decoration, which shall embrace all these desirable features is one which will require much experience and elaboration to prepare with success. Indeed, it may be questioned whether any one person has the broad insight to arrange it with absolute wisdom. The cities that have made the greatest progress in this matter are those which have been fortunate in placing their funds in the hands of broad-minded committees, composed of educators of so varied a training that the historic, literary, musical, and geographical element, as well as the decorative side, received due representation.—*Public Opinion*.

—THE following suggestions on extemporaneous speaking, by Dr. Edward Everett Hale, may be of interest to those of our readers who wish to be ready for all emergencies, even that of being called upon to make a few remarks in public :

1. Think over what you have to say, and put your thoughts into words, either in writing or in speaking aloud to an imaginary person.
2. Say nothing about yourself, least of all in the introduction.
3. Arrange your points in order.
4. Stick to the order you have laid down.
5. Divide your time among your points according to their importance.
6. Keep exactly to the amount of time you have previously arranged for each point.
7. Stop when you are through.

Books Received and Reviewed.

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

The Christmas number of the *Ladies' Home Journal* surpasses in general excellence and attractiveness any previous issue of that magazine. On the first page is appropriately given Charles Dana Gibson's characteristic drawing of Dickens' "Scrooge." Rosa Bonheur contributes a most interesting autobiography illustrated with photographs and

drawings. All the usual departments are, as usual, well filled, and it is announced that one or two new ones are to be added at the beginning of the new year.

The Christmas *Canadian Magazine* is a splendid holiday number of our National Magazine. Among the contributors are Joseph Pope and John Charlton, M.P., Frederick George Scott, W. D. Lighthall, Jean Blewett and many others whose names are known to Canadian readers. Gordon Waldron's criticism of Canadian poetry will be read with interest.

The *Hesperian* for November-January is fully as good as its predecessors. In the Literary Wayside, some sharp raps are given by the editor to "existing things" in the literary world of the day. Mr. de Menil should seriously consider the advisability of converting his bright quarterly into a monthly. The *Hesperian* is published at St. Louis, U. S. A.

The Montreal *Witness* is a much congratulated paper. This being its jubilee year, it has been printing ever since last December a weekly page of the reminiscences of its early readers who still survive, many of which have been of fascinating interest, and all of which have been full of eager and hearty good will for the paper which has been to the writers a life long counsellor and family friend. These kindly expressions of appreciation, from those who have had every opportunity of judging the journal in all the phases of its career, must be very gratifying to the publishers of the *Witness*.

The *Atlantic Monthly*, for December, is in every respect a first-class magazine number. The literary flavour of the contents is, as might be expected, of the best. A prominent feature is the first instalment of a dramatic novel, "The Juggler," by Charles Egbert Craddock.

CAMPS, QUARTERS AND CASUAL PLACES, by Archibald Forbes, LL.D., and published by Messrs. Macmillan and Company, London. This, one of the latest issues of *Macmillan's Colonial Library*, kindly sent to us by the Copp, Clark Company, of Toronto, is a delightful collection of sketches by the famous war correspondent. "My Native Salmon River" is a charming description of the Spey, while "How 'I Saved France,'" is a clever conception. This is a book that will afford a wholesome pleasure to all who read it.

Another issue of the same library is *A Sketch of the Natural History of Australia*, by Frederick G. Aflalo. These complete and well-arranged notes on the zoology of the Australian colonies are well illustrated and are accompanied by what the author styles "some notes in sport"

MASTER ARDICK, BUCCANEER, by F. H. Costello, and published by the Copp, Clark Company, Toronto, is a well-told story, the scene of which is laid in the time of the notorious Captain Henry Morgan. A description is given in the course of the narrative of the sacking of Panama in 1671, by the buccaneer forces of Morgan. The quaint diction of the end of the seventeenth century is gracefully used by the presumed *raconteur*, Master Ardick. This tale is one that may be safely placed in the hands of all.

OUR thanks are due to Messrs. The Copp, Clark Company, of Toronto, for a copy of the *Canadian Almanac* for 1897. This is the fiftieth year of publication of this useful compendium of general information on questions relating to commerce, statistics, education and finance, and, in fact, all matters of interest to the Canadian public. The almanac, which, by the way, contains a comprehensive study of the forms of government throughout the world, by Dr. J. G. Bourinot, will be found invaluable in office and library.

Official Department.

We regret that the minutes of the last meeting of the Protestant Committee cannot appear in this number of the RECORD. The matter of greatest importance, however, was the adoption of a report of the sub-committee on professional training, of which the following is an extract:

"Your sub-committee recommends:

1 That after September 1st, 1897, professional training be required for every grade of diploma, and that henceforth all diplomas for Protestant schools shall be granted only by the Normal School or the Protestant Committee of the Council of Public Instruction.

2. (a) That presentation of a certificate showing that a candidate has passed grade II. Academy, or (b) presentation of an elementary diploma, granted not later than 1897, shall admit to the elementary school class of the Normal School.

(c) That the Principal of the Normal School be authorized to hold equivalent examinations in exceptional cases.

3. (a) That students who have completed four months' training in the Normal School, and have passed satisfactory examinations in professional work, be given a Normal School elementary diploma.

(b) That students who have completed at least nine months' training in the Normal School, and have passed satisfactory examinations, be given an "Advanced" Normal School diploma.

4. (a) That all candidates who show that they have passed the A.A. examination and have a sufficient knowledge of oral French, and

(b) All who are holders of elementary diplomas, granted not later than 1897, and who pass a satisfactory examination in Algebra, Geometry and French (c) all holders of elementary diplomas, granted subsequent to the enforcement of these regulations; and (d) all holders of model school diplomas shall be admitted to the model school class.

5. That academy diplomas be granted to graduates in Arts of any British or Canadian university who have fulfilled the conditions imposed by regulation 58, provided that they have also taken a regular course in the art of teaching at McGill Normal School, or other training institution approved by the Protestant Committee."

FROM THE NUMBER of enquiries that have come to us there seems to be a feeling of unrest and uncertainty amongst those who already hold diplomas without professional training. They fear, or some of them do, that after years of successful experience they may be deprived of their rights to teach unless they now take a course in the normal school. They forget that laws are made for the future, not for the past. Their diplomas will remain subject to the laws and regulations that were in force when those diplomas were granted. Of course holders of the Central Board diplomas will find themselves more in competition with professionally trained teachers than before, but their rights of engagement remain.

ALTHOUGH ATTENTION has been drawn, through the RECORD, to the question of diplomas for *superior schools*, it is well to repeat (a) that first class diplomas are required for all teachers who have charge of a department in such schools; but teachers who hold ^{2^d} second class _{2^d} diplomas, granted before 1896, are not affected by this fact until after

the lapse of the time necessary to take out a first class diploma under regulations 37 or 56.

(b) Second class elementary diplomas are valid without limitation in ordinary elementary schools. In 1884, 1885 and 1886, second class elementary diplomas were valid for one year only, and were so marked.

(c) For superior schools, a second class diploma, dated 1896 or 1897, qualifies the holder to teach therein only as an assistant, or in charge of a department of a grade lower than his diploma.

(d) In ordinary elementary schools, the second class diploma of 1896 or 1897 has the same value as those of an earlier date.

(e) All normal school diplomas are regarded as first class, unless otherwise stated thereon.

WE REGRET that owing to the accident of an uncorrected copy being sent to the printer, last month, several errors appeared in the printed minutes of the September meeting of the Protestant Committee. The following errors should be noted:—

On page 311, read, "Prizes for School Grounds, \$175," instead of "225"; and, on page 312, add to Academy list, Quebec Girls' High School, \$200. In both cases, correct the totals accordingly. On page 320, read: "No school winning second prize shall compete until after the lapse of *two years*," instead of "*three years*."

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 29th of September last (1896), to detach lot No. 14, of the first range east of the township of Malbaie (Gaspé), to form the school municipality of "Grande Anse," county of Gaspé, and to modify, accordingly, the order in council of the 30th of June last, 1896.

30th September.—To appoint Mr Louis Dufresne, school commissioner for the municipality of Bulstrode, county of Arthabaska, to replace Mr. Evangéliste Syrenne, absent.

12th October.—To appoint the Rev. Father Joseph Edouard Désy, S. J., school commissioner for the municipality of Saint Grégoire le Thaumaturge, county of Hochelaga, to replace the Rev. P. Edouard Rottot, who has left the municipality.

To appoint Mr. Wm. Jacques, of the Banlieu of Quebec, school trustee of the dissentient municipality of the "Banlieu of Quebec," county of Quebec, to replace Mr. E. C. Barrow.

22nd October.—To detach from the school municipality of Charlesbourg, county of Quebec, the following cadastral lots of the parish of Charlesbourg, to wit: 727, 728, 728A, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 740A, 741, 742, 742A, 743. Also Nos. 700 and 704, of the "village of Auvergne," and annex them, for school purposes, to the municipality of Beauport, parish, in the same county.

To appoint the Rev. Father Joseph Cottet, and Messrs. Joseph Anthime Lalonde, Vital Martineau, Xénophon Charbonneau and Allyre Charlebois, school commissioners for the new municipality of "Township Loranger," county of Ottawa.

To detach from the municipality of Saint Justin, Maskinongé, the lots of the cadastre of the said parish, from and including No. 449 to No. 462, inclusively, and annex them, for school purposes, to the municipality of Maskinongé.

To detach from the school municipality of Templeton West, county of Ottawa, lot No. 15, of the 1st and 2nd ranges of the township of Templeton; No 15 and the north half of No. 16, of the third range; Nos. 15 and 16, of ranges 4, 5, 6, 7 and 8, and lots Nos. 15, 16 and 17, of ranges 9, 10, 11, 12 and 13, of the said township of Templeton, and to annex them to the school municipality of Templeton East, county of Ottawa.

28th October.—To detach from the school municipality of Halifax South, county of Megantic, the seven first lots of the first range of the township of Ireland (Megantic), and to annex them, for school purposes, to the municipality of "Wolfestown," county of Wolfe.

The foregoing annexations to take effect on the 1st of July next (1897).

To make the following appointments, to wit:

School Commissioners.

Lake Saint John, Roberval:—Mr. Pierre d'Auteuil, district magistrate, to replace Mr. Michel Guay.

Ottawa, La Nativité:—Messrs Calixte Campeau and Pierre Nantel, the former to replace Mr. François David, and the latter, Mr. François Valiquet.

2nd November.—To appoint Mr. J. E. Genest-Labarre, of Victoriaville, in the county of Arthabaska, school inspector for the counties of Sherbrooke, Richmond and Wolfe, to replace Mr. Th. Stenson, resigned.

11th November.—To make the following appointments, to wit :

County of Compton, village of Megantic:—The Reverend J. E. Choquette, school commissioner, to replace the Reverend J. B. A. Cousineau, deceased.

County of Brome, Eastman:—Mr. Thomas G. Armstrong, school trustee, to replace Mr. L. L. Spinney.

County of Quebec, Saint Sauveur:—Mr. W. S. Semple, school trustee, continued in office.

His Honor the Lieutenant-Governor has been pleased, by order in council, to declare that whereas the dissentient trustees of the municipality of Wickham West, in the county of Drummond, have allowed a year to elapse without having any school, either in their own municipality, or jointly with other trustees in an adjoining municipality, and have not put the school law into execution, and do not take any steps to obtain schools, that the corporation of the trustees of the dissentient schools for the said municipality of Wickham West, in the said county of Drummond, be dissolved, and it is hereby dissolved, the whole pursuant to the statute in such case made and provided.

LIST OF DIPLOMAS GRANTED BY THE CENTRAL
BOARD OF EXAMINERS, 1896.

First Class Academy.

Dawson, Caroline; Binmore, Laura Jane; McGowan, Ada C.; Taylor, Flora.

First Class Model.

Ball, Eliz. J.; Richards, Susan M. C.; Sulley, Nellie G.; Snyder, Alma M.

Second Class Academy.

Acklom, B.A., Geo. M.; Brouse, Amelia M.; Connolly, M.A., Henry A.; Donnelly, B.A., Thomas F.; Larminie, B.A., Wm. J.; Meiklejohn, Harriet, F.

Second Class Model.

Arbuckle, Clara G. ; Brown, Henry S. ; Bryant, Elwyn R. ; Bradley, Georgie M. ; Crabtree, Margaret J. R. ; Call, Frank O. ; Cameron, Mary A. ; Crossby, Emily H. ; Cowan, Mary H. ; Campbell, Edith A. ; Chamberlain, Rupert J. ; Denoon, Agnes H. M. ; Dewey, Elston B. ; Doak, Euphan E. ; Ellison, Ada A. ; Fyles, Faith ; Ferguson, Lenora C. ; Grant, Jean F. ; Gordon, Margaret C. ; Horton, Elizabeth ; Hanran, Agnes M. ; Hamilton, Annie ; Hovey, Mabel A. ; Kathan, Romelia A. ; Kyle, Annie M. M. ; Knowles, Ella W. ; Law, Elizabeth ; Maither, Maggie ; McKillop, Elizabeth W. R. A. ; Ross, Niles G. ; Russell, Esther E. ; Rowland, James ; Solomon, Cora ; Stevens, Janet G. ; Smith, Warwick ; Smellie, Margaret R. ; Scott, Elizabeth ; Traver, Tina, E. ; Tannahill, Eliza C. ; Woodside, James H. ; Walker, Mary M. ; Whealon, Alma.

Second Class Elementary.

WITH OPTIONAL SUBJECTS : FRENCH, ALGEBRA AND GEOMETRY.

Abbott, Annie ; Almond Lillian ; Allen, Ann E. ; Anderson, Luella A. ; Almond Laura ; Blackwood, Jessie ; Burwash, Isabella H. ; Brown, Clifton H. ; Beane, Sylvia E. ; Booth, Effie M. ; Barton, Alberta E. J. ; Bullock, Permelia M. ; Barr, Margaret S. ; Brouard, Bessie H. ; Bazin, Mary I. ; Batcheller, Alice A. ; Berry, Fred. W. ; Blake, William J. ; Corey, Ethel A. ; Coombe, Mary J. ; Campbell, Catherine ; Chilton, Gertrude M. ; Cameron Alice ; Chester, Flora S. ; Cotton, Alice A. ; Clouston, Catherine J. ; Dufresne, Julia M. ; Dowd, Sarah E. ; Desmarais, Agnes ; Dagg, Sarah J. ; Dingman, Selpha ; Edy, Louise A. ; Ferguson, Christina ; French, Cora A. ; Fraser, Winnifred B. ; Flannery, Nellie M. ; Ferris, Eliza J. ; St. Germain, Bertha ; Gray, Franklin J. ; Good, Martha J. ; Grant, Nellie E. ; Greenlay, Flora ; Gale, Clara ; Herring, Ethel A. ; Hawk, Helen G. ; Holmes, Ethel C. ; Honeyman, Nellie M. ; Hillhouse, Edith M. J. ; Higgins, Carrie M. ; Hilliker, Betsey Ann ; Holyon, Nellie L. ; Howatson, Alice J. ; Hutchins, Harriet M. ; Hall, Edward ; Hastey, Agnes, S. ; Hatch, Winifred ; Henderson Hannah A. ; Johnston, Elizabeth M. ; Jewell, Albert N. ; King, Adelaide M. ; Knight, Effie A. ; Leavitt, Martha L. L. ; Laws, Henrietta W. ; Lunam, Amelia ; Little, Rosemond A. ; Longfellow, Edith I. ; Lemay, Rose A. ; Marston, Mal-

colm W. ; Murdoch, Ethel M. ; Milne, Annie B. ; Metcalfe, Hattie ; Macfarlane, Annie ; McGovern, Annie L. ; McRae, Louisa A. ; McCullough, Alma ; McKay, Lillie B. ; McCullagh, Annie E. ; MacLeod, Margaret ; Moe, Ann J. C. ; Mitchell, Mahala E. ; Morrill, Edna M. ; Mitchell, Eveleyn M. ; Moore, Harrietta F. ; McLean, Nellie ; McLennan, Sarah ; McLellan, Agnes M. ; McDiarmid, Eva C. ; MacFarlane, Ellen Mc C. ; Noble, Ida A. ; Nicholson, Marion A. ; Powers, Norah ; Patton, Elizabeth ; Parke, Mary E. ; Patton, Mary ; Phelps, Alma A. ; Porter, Bertha ; Rowat, Margaret A. ; Russell, Margaret ; Rublee, Orson E. ; Smith, Elizabeth L. ; Somerville, Elizabeth A. ; Suddard, Maria H. G. ; Sweet, Charlotte G. ; Stenning, Harriet V. ; Stewart, Jane A. ; Seale, Edna L. E. ; Saxon, Annie ; Thorburn, Eva B. ; Tasker, Florence C. ; Vear, Margaret Isabella ; Vezina, Georgina F. M. ; Wheeler, Sarah M. ; Woodside, Winnifred ; Watson, Annie E. ; Ward, Arabella S. ; Wrigley, Thomas, H. ; Young, Elizabeth.

Second Class Elementary, ordinary.

Andrews, Jennie E. ; Banks, John S. ; Banks, W. S. ; Brownlee, Catherine A. ; Brown, Ruth M. ; Cogland, Aggie M. ; Clowe, Clara I. ; Dunn, Edith R. ; Ford, Alberta O. ; Girard, Alice A. ; Hodgson, Nora K. ; Harvey, Bertha E. ; Johnston, Erle C. ; Jacobson, Hilda E. ; Kruse, Frida A. ; Laycraft, Maria ; Luke, Emily G. ; Maw, Alice E. ; Marseseau, Catherine B. E. M. ; McGill, Victoria ; Ofsen, Cora A. ; Pennoyer, Chas. H. ; Smith, Susan M. ; Smith Harriet C. ; Smith, Mary H. ; Simpson, Francis M. ; Webster, Jeannie S. ; West, Caroline M.

Third Class Elementary.

TO BE EXCHANGED FOR SECOND ON PASSING IN ONE OR TWO SUBJECTS.

Armstrong, Catherine A. ; Buckland, Nora E. ; Beattie Ellison J. ; Brown, Frank L. ; Bowen, Mehitabel E. ; Bridgette, Susan A. ; Bangs, Gertrude H. ; Clampet, Bertha ; Collins, David W. ; Currier, Mary L. ; Cleveland, Hattie ; Cousens, Emma E. ; Duff, Clara F. E. ; Foote, Annie ; Farnham, Bertha P. ; Gordon, Mary Jane F. ; Gilmartin, Carrie E. E. ; Graham, Mary ; Hunter, Nina M. ; Hall, Harriett M. ; Hill, Ida R. ; Harvey, Rachel L. ; Johnston, Ethel ; King, Margaret S. ; Morrison, Margaret G. ; Moore,

Delia; Murdoch, Bertha; McKeage, Mary E.; Mills, Georgina H.; May, Florence A.; McOuat, Elizabeth; Oliver, Hatie J.; Patterson, Gertrude M.; Patterson, Emily S.; Powers, Florence O.; Rowell, Cora L.; Reid, Elizabeth; Runnells, Florence A.; Randall, Mattie E.; Ross, Carrie R.; Smith, Mary E.; Shufelt, Coral, M.; Stockwell, Mildred B.; Swail, Ethel L.; Tremaine, Laleah L.; Terrill, Josephine E.; Thompson, Isabella; Toll, Florence; Thompson, Lizzie L.; Taylor, Susan A.; Webster, Agnes A.; Way, Bertha, E. A.; Watt, Effie; Watson, Mina.


Third Class Elementary.

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Québec 

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