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APRIL, 1885.

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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.

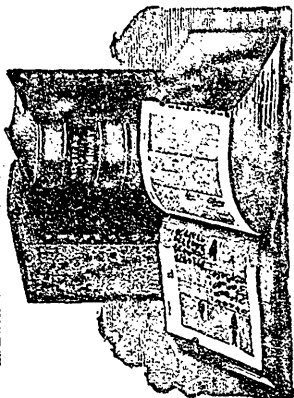
CONTENTS :

	PAGE
Quarterly Meeting of Protestant Committee (<i>continued</i>).....	87
Extracts from McGill University Reports....	91
Editorial Notes.....	98
Clippings from Reports of Inspectors.....	107
Local Items.....	111
Correspondence—Examination of Superior Schools.....	114
“ Teachers’ Institutes.....	115
Book Notices.....	115
Official Notices.....	115

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THE
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OF THE
PROVINCE OF QUEBEC.

No. 4.

APRIL, 1885.

VOL. V.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, 25th February, 1885.

The following is a continuation of the minutes from page 62 (March number), which was omitted by error of the printers.

After the committee had considered the minutes of conference with the authorities of the Universities of McGill and Bishop's College, in relation to the regulations recommended by the sub-committee on school law, as regards the privilege of entering on the study of the professions, it was unanimously resolved, on the motion of Dr. Heneker, seconded by Mr. Masten :

"That the chairman be requested to ask the Hon. the Superintendent to secure the appointment of a sub-committee of the Roman Catholic committee for the purpose of advising with them as to the best method of securing the co-operation of the professional bodies in their endeavours to obtain for the graduates of the Universities the privilege of entering on the study of professions without preliminary examination, and on all other matters relating to this subject."

On the motion of Sir William Dawson, seconded by Dr. Mathews, it was resolved :

"That the Report on Boards of Examiners of Teachers be received and printed for circulation among the members of the committee, and be taken up for vote at next meeting."

The committee appointed to revise the authorized list of text books begs to submit the following report :

I. That Gage's Practical Speller be substituted for the Canadian Spelling Book, because Gage's Readers have been substituted for the old Canadian series.

II. That Payson, Dunton and Scribner's series and the Spencerian series of copy books be replaced by Gage's Revised and Improved system of practical penmanship which is a Canadian work and in very general use in the Province at present.

III. That Bullion's School Grammar, Canadian edition, be substituted for "Bullion's grammar," and that "Morell's Grammar of the English Language together with an exposition of the analysis of sentences," last edition, be authorized for use in Academies and High schools.

IV. That Hughes' Canadian History be authorized.

V.—That under the head of Scripture History, the Bible, McLearn's O. T. History, and N. T. History (shilling books) be authorized.

VI.—That the foregoing changes should take effect on the first of July next.

Your committee also feels that a carefully selected list of books for teachers and candidates for teachers' diplomas should be prepared and authorized and therefore submits the foregoing report and asks leave to sit again.

On behalf of the committee,

(Signed) ELSON I. REXFORD.

The committee agreed to receive and adopt the foregoing report on authorized text-books. The committee agreed to receive and adopt the following regulations in regard to Academy diplomas, and that Sir William Dawson, and Dr. Cornish be a sub-committee to prepare a sketch of examination under rule 2 (b) for next meeting.

1st. That hereafter the Academy diplomas granted by Boards of Examiners be known as "Academy Diplomas Grade 2."

2nd. That graduates from any British or Canadian University, (a) who have taken the course and passed the examinations in the art of teaching at the McGill Normal school, or (b) who take *first rank* in the special professional examination, provided from time to time for such graduates in the Normal school, or (c) who shall have received a certificate from the Academy Inspector that they have taught successfully for two years, shall receive Academy diplomas to be known as, "Academy Diplomas Grade 1."

3rd. That graduates who take *second rank* in the professional examination shall receive the "Academy Diploma Grade 2."

4th. That teachers in training at the McGill Normal school, who pass the Intermediate examination, or in case of female candidates, the examination for senior associate in arts (taking both Latin and Greek) of the University of McGill, or Bishop's College, shall receive "Academy Diplomas' Grade 2."

Sir William Dawson presented a recommendation from the corporation of McGill University in favour of the appointment of

Mr. George W. Parmelee to the Head Mastership of the Boys' Model school of the McGill Normal school, vacant by the death of Frank W. Hicks, M. A. Testimonials in favour of Mr. Parmelee were presented, and it was stated that he holds the Academy diploma of the McGill Normal school and has passed the Intermediate examination of the McGill University. He has also successfully filled the position of Professor of Mathematics in St. Francis College.

On the motion of Sir William Dawson, seconded by the Venerable Archdeacon Lindsay, it was resolved :

"That Mr. George W. Parmelee be nominated through the Hon. The Superintendent of Education to the Governor in Council, for appointment as Head Master of the Boys' Model school with the salary of one thousand dollars per annum, to commence on September 1st, 1885, payable out of the grant to the Normal School."

A memorandum from the delegates of the Teachers' Association having been read and considered, it was moved by Dr. Hemming, seconded by the Rev. Dr. Cook and resolved :

"That in accordance with the recommendation of the deputation from the Provincial Association of Protestant Teachers, this committee recommends that an annual grant of two hundred dollars be made to enable the Superintendent to provide specimens of school apparatus and school appliances for the use of the Teachers' Conventions and Teachers' Institutes in the Province.

That this committee is of opinion that it would be impossible for them constitutionally to comply with the second request of the Protestant Teachers' Association, respecting the annual appointment of a delegate elected by the teachers, but that the Board will always be willing, as they have been in the past, to give every consideration to the views of the teachers as from time to time represented to them."

It was agreed that the sub-committee to wait on the Government do represent to them the injustice of appropriating any portion of the Superior Education Fund for the support of deaf mutes.

The chairman reported that the sub-committee appointed to wait on the Government had met the cabinet assembled in council, and ascertained :—

I. (a) That the Government are desirous to pass the Revised Statutes during the next session of the Legislature.

(b) That they are willing, if such accommodation would be of use, to postpone the consideration of that portion which relates to public instruction until the latter part of the session.

(c) That they recommend the committee to confer with the Revising Commissioner.

(d) That they seemed indisposed to grant to the committee the aid of counsel.

II. The Government promised to take into early consideration the statement of the committee's financial needs previously submitted.

III. The Government informed the sub-committee that the stoppage from the Superior Education Fund in favour of institutions for deaf mutes handed back to the Protestant committee is to be expended as the committee in their discretion shall see fit.

IV. The sub-committee urged the objections of the Protestant teachers to stoppages in aid of the Pension Fund. These objections were courteously listened to, but the course which the Government will pursue in the matter was not indicated.

The chairman was requested to arrange with The Hon. The Superintendent of Public Instruction for a meeting of the sub-committee of the Roman Catholic and Protestant branches of the Council on the subject of the school laws.

Sir William Dawson and The Hon. L. Ruggles Church were requested to arrange with Judge Loranger for an interview with him of the sub-committee on school law.

On the motion of Dr. Heneker, seconded by the Rev. Dr. Mathews, it was resolved:

“That the Hon. the Treasurer of the Province be requested to place at the credit of this committee the balance of the interest on the Invested Marriage License Fund due in January last.”

The committee adjourned to meet on Wednesday the 27th May, or sooner, if need be, on the call of the chairman.

Read and confirmed.

GEORGE WEIR,
Secretary.

**EXTRACTS FROM THE ANNUAL REPORT OF THE
MCGILL UNIVERSITY, MONTREAL, FOR THE
YEAR 1884.**

In the present Session, the number of Students in McGill College is as follows :

Students in Law.....	26
Students in Medicine.....	233
Students in Arts, Undergraduates.....	109
“ “ Partial and Occasional.....	54
“ “ Special Course for Women, Undergraduates and Partial.....	15
“ “ Occasional.....	14
Students in Applied Science, Undergraduates.....	48
“ “ “ Partial and Occasional.....	12
Total.....	511

Or, deducting 5 students entered in more than one Faculty, in all 506.

The students in Morrin College, Quebec, are 23 in the Undergraduate Course, and 12 Occasional.

The students in St. Francis College, Richmond, are 3 in the Undergraduate Course and 8 Occasional.

The teachers in training in the McGill Normal School are 105.

The pupils in the Model School of McGill Normal School are 385.

The total number of persons thus receiving educational benefits from the University is 1,042.

Of the students and teachers in training in McGill College and the Normal School, more than four hundred are persons not residing in Montreal, but attracted to it by the educational advantages offered by the University and its affiliated institutions.

In the School Examinations of June last, 33 candidates were successful; of whom 28 passed as Associates in Arts, and 5 for the Junior Certificate. Ten of the successful candidates were young women, two of whom stood at the head of the list. The candidates were sent up from seven schools, two of them in the city of Montreal.

Two of these schools, viz., the Lincoln College, Sorel, and the Cowansville Academy, become entitled to rank as affiliated schools.

An amendment has been made in the regulations for the certificate of Senior Associate in Arts, on the suggestion of the Protestant Committee of the Council of Public Instruction, whereby the Classical subjects in that examination are assimilated to those in the Intermediate Examination.

Eleven Scholarships and Exhibitions, of the value of \$100 to \$125, severally, were awarded in the examinations held in September last. Of these, eight were the gift of W. C. McDonald, Esq., one of Mrs. Redpath, one of George Hague, Esq., and one of Dr. Johnson. The whole number of Scholarships and Exhibitions, including those held for two years, is fourteen.

The Scott Exhibition of \$66, the gift of the Caledonian Society of Montreal, a prize of \$25, contributed by S. Greenshields, B.A., and a prize of the value of \$25, contributed by Leslie Skelton, Esq., also two prizes in books, given by W. W. Watson, Esq., and Prof. Jovey, were awarded in the Faculty of Applied Science.

An exhibition of \$100 contributed by Mr. J. H. Buriand, B. Ap. Sc., was awarded in the course of Practical Chemistry in the Faculty of Applied Science.

In the Faculty of Arts 90 Exemptions from Fees were granted on Benefactors' Scholarships.

At the meeting of Convocation, held in March and May last, the following degrees were conferred :

Doctors of Medicine.....	34
Masters of Applied Science.....	2
Bachelors of Civil Law.....	11
Bachelors of Arts, in Course.....	19
" " <i>ad eundem</i>	1
Bachelors of Applied Science.....	7

—
74

At the close of the Session of the McGill Normal School, in July, the following diplomas were granted by the Hon. the Superintendent of Education :

For Academies, University Graduates.....	5
" " Ordinary Diplomas.....	7
" Model Schools.....	30
" Elementary Schools.....	43

—
85

making a total of 1,668 diplomas given by the School since its commencement. The Silver Medal, given by His Excellency, The Prince of Wales' Bronze Medal and Prize, and the Charles Wilson Prize were awarded to deserving candidates.

With reference to the above statistics, it is deserving of notice that the number of students in the Faculties of Medicine and Arts is greater than in any previous Session, and also that there has been a considerable increase in the number of students in Morrion College, Quebec, and St. Francis College, Richmond. The former has six students in the Fourth Year, who may be expected to graduate at the end of the Session.

The office of President of the Board of Royal Institution and Chancellor of the University having become vacant by the lamented death of the late Honorable Charles D. Day, LL.D., to whom the University and the cause of education are under so deep obligations, the Honorable James Ferrier, Senator, the senior member of the Board of Governors, and the only surviving member of the original Board, was unanimously and cordially elected by his colleagues of the Board of Governors to fill these offices.

On the fourth of October, the Honorable Donald A. Smith, a gentleman whose interest in education and munificent gifts for its advancement and support are well known, was appointed a member of the Board of Governors.

The Principal returned in June to his duties in this country, and was in time to take part in the preparations for receiving the British Association, of which he had been appointed one of the Vice-Presidents. Before leaving Great Britain he appeared as our representative at the Tercentenary of his *alma mater* the University of Edinburgh, and received the degree of LL.D. from that University, The distinction which Her Majesty has been graciously pleased, through Your Excellency, to confer on him, is regarded by this University as an honour to itself and as a gratifying recognition of the claims of science and education.

The meeting of the British Association for the Advancement of Science in Montreal, and in the rooms of this University and its affiliated Colleges, deserves special mention as an important event in the history of the University and of Canadian science. It is a source of congratulation that the eminent success of the meeting and the hospitality of the University have been recognized by

the gift of a gold medal in the Faculty of Applied Science, as a permanent memorial of the occasion and an encouragement to the prosecution of scientific studies. The endowment of the medal has been subscribed by the members individually, but the Council of the Society has added to the value of the gift by providing the die as a donation from the Association itself.

In connection with the visit of the Association, the Corporation of the University, following a custom observed in similar circumstances by Universities in Great Britain, granted the degree of Doctor of Laws to nineteen of the eminent gentlemen present on the occasion.

FACULTY OF LAW.

The capital of the endowment of the "Gale Chair" having been in part paid in, and the interest on the remainder guaranteed, the Board of Governors have appointed William H. Kerr, Q. C., D. C. L., the Dean of the Faculty of Law, to be the first Gale Professor.

The Corporation having been informed of a provision in the Provincial Act incorporating the Bar of this Province, which appeared to require, under certain circumstances, the submission of the Courses in Law of Universities to the regulation of the Provincial Government, it was thought necessary to call the attention of the members of the Government to the apparent conflict of the law with the chartered rights of the University, and with the guarantees given to Protestant Education at the time of Confederation, and it is hoped that due attention will be given to these representations.

FACULTY OF MEDICINE.

The appointment of Dr. Osler, so widely and favourably known in connection with his work as a professor and as an original investigator, to a chair in Philadelphia, while a well merited recognition of his reputation, deprives the Faculty of Medicine of his valuable services. In the meantime no appointment has been made to the vacant chair, but its duties are being efficiently discharged by Dr. Wilkins and Dr. Wesley Mills.

It is hoped that arrangements may be made to enlarge the building of this Faculty before next Session, and especially to provide increased laboratory accommodation.

In this Faculty a subscription extending over five years, for the maintenance of the Chair of Botany, having been contributed by friends of the University, the Governors have been enabled to continue the valuable services of Professor Penhallow. An important addition to the staff of the Faculty has also been made by the appointment of J. Mason Mulgan, B.A., of Oxford, to the position of Assistant to the Professor of Classical Languages and Literature.

The die of the Hiram Mills Gold Medal has been executed by Wyon, of London, and it is expected that the medal will be offered for competition in the examinations of next session.

An important addition has been made to the work of this Faculty in the institution of a Special Course for Women, under the liberal endowment of the Honorable Donald A. Smith. The number of students entered is thirty in all, of whom fifteen are regular students preparing to go up for University examinations. The regulations for this special course at present extend only to the work of the First and Second Years of the Course in Arts, leading to the examinations for Senior Associate in Arts. They provide for separate lectures, but for identical courses of study and examinations. The standing of the Female Students in the Christmas Examinations has been very satisfactory, though from the shortness of the notice of the commencement of the lectures, no opportunity of previous preparation was given,—a circumstance which has no doubt also diminished the number of regular students.

The questions as to provision for women in the Third and Fourth Years, and as to the degree or certificate to be conferred on them in case of their proceeding to the final examinations, are still under discussion of the Faculty of Arts and the Corporation.

In more immediate relation to the work proper to the Faculty of Arts, we may remark that it is ground of satisfaction that in this Province a Confederation of Colleges in connection with this University has long been in operation, on terms mutually advantageous to the University and to the Theological and Local Colleges affiliated with it; and that in our relation to the sister University of Bishop's College, we have already arrived at united action with respect to the Matriculation Examination in Arts and those for the Associate in Arts and Senior Associate, and that there would seem to be no serious obstacle in the way of establishing identical examinations for the degree.

The Faculty of Arts, owing to its larger classes and the probable requirements of the Classes for Women in the Third and Fourth Years, urgently require a considerable extension and improvement of its class-rooms.

FACULTY OF APPLIED SCIENCE.

In the staff of this Faculty no change has occurred, and the number of its students is scarcely as large as last year. Its work and number of students would probably be increased by the institution of an additional Professorship of Mechanical Engineering, by the provision of a separate building for its use, and by the extension of its laboratories. A demand is also arising for the institution of a course of Electrical Engineering, for which the University already possesses a large proportion of the necessary means of instruction. In the meantime this Faculty is doing a useful work, more particularly in Civil and Mining Engineering and Practical Chemistry, and its number of students is encouraging.

NORMAL SCHOOL.

In the course of the year an exhaustive report was prepared by the Principal of the school as to the manner in which the teachers trained in it have fulfilled their obligations to teach. It was found possible to obtain exact information respecting 700 out of 1,099 persons educated in the school since its commencement in 1857. These have taught for an average of five and a half years each, and there is no reason to doubt that those not heard from have attained a similar average.

With reference to the last five years, it was found that 265 persons had received diplomas, and information was obtained respecting 238 of these. Of this number 196 are known to have been engaged in teaching and 159 are still employed. The total possible number of years of teaching of the whole number trained was 542 years, and the actual number of years ascertained was 443, or more than 80 per cent. These results are most satisfactory, and, taken in connection with the excellence of the training given, show how great the benefits of the school must have been.

With the view of enabling the Principal and Professors of the school to take part in Teachers' Institutes in the country, a regulation of the Protestant Committee of the Council of Public In-

struction has authorized the shortening of the session of the school by one month.

Under the revised regulations of the Protestant Committee of the Council of Public Instruction respecting Academy Diplomas, and with the aid of the College classes for women, it is hoped that many of those who take the Academy Diploma of the Normal School will be enabled to pass the Intermediate Examination, and thus to attain to the second grade of Academy Diploma. By these means the standing and efficiency of the holders of the Academy Diploma will be advanced.

(The Report also contains Financial Statement and Special Reports concerning Library, Museum and Laboratory.)

While the facts and statistics of the above Report afford much material for congratulation, as well as ground for the expression of gratitude to the friends of education and of thankfulness to God for the measure of success which has attended our efforts, we do not desire to conceal the drawbacks and disadvantages under which the higher education still labours. We must refer especially to the desirableness of increasing the number of instructors in certain directions, and of better remunerating those we have, and to the need of larger provision for scholarships and exhibitions, and of the institution of teaching scholarships, to the want of a college dining hall, and of additional class-rooms and laboratories. In these and other directions there is much to be done that cannot be accomplished with the present limited income of the University, diminished as it has been in recent years by the fall in the rate of interest on investments. But for the shrinkage of income produced by the cause last mentioned, the liberal benefactions received within the last three or four years would already have greatly advanced the position of the University, and would have relieved it from some at least of the disabilities now affecting its usefulness ; but we may hope that the continuance of such liberality will ere long effect this most desirable result.

EDITORIAL NOTES.

ANNUAL REPORT OF THE SUPERINTENDENT, 1883-84.—The Annual Report of the Superintendent of Public Instruction for the Province of Quebec is not easily understood by those who are not familiar with our educational system. There are several peculiar features of the system which make a report somewhat difficult and complicated. In the first place there is the division, more or less complete, into Roman Catholic and Protestant institutions, involving a double report in many instances. Then, again, a large part of the educational work of the province is done by members of religious communities, which are either independent or nominally under control because of the government grant which they receive. These peculiar features enter into each report and tabulated statement, and make them necessarily lengthy and complicated.

The Report for the year 1883-84 is at hand and presents much interesting information concerning the Educational Status of the province. The opening remarks of the Superintendent present some encouraging and some discouraging facts. The number of school municipalities, schools, teachers and pupils is rapidly increasing, and the number of pupils devoting themselves to the leading subjects of the school curriculum also shows a decided increase over previous years. But from these indications of progress the report passes on to notice in a somewhat despondent tone the small salaries paid to teachers, and the Inspector for the Counties of Montcalm and Assumption is quoted to the effect that the average salary of the teachers of his district is ninety-six dollars a year, out of which the teacher is required to provide fuel for heating the school-room. This is certainly a disgraceful state of things and calls for some vigorous action; whether this action should be in the direction of fixing a minimum salary by law, as recommended in the report, or whether other means should be used, is a question concerning which there will be differences of opinion.

The Teachers' Institutes and Meetings are strongly commended, and the government is urged to devote \$2,000 to defray the necessary expenses connected with these gatherings. A statement of the correspondence of the Department shows that over 1,100 letters and circulars are received at the Department on an aver-

age each month, and a similar number mailed from the Department.- The work of the Board of Examiners for the examination of candidates for teachers' diplomas, is referred to as unsatisfactory, and certain changes are suggested. This subject is a very important one and forms a prominent feature of the *Reports of the School Inspectors*.

Inspector Bouchard says :—The obstacles to progress are nearly always the same ; the evil is also due to the fact that many teachers obtain their certificates too easily from the examining boards in the rural districts who are only able to ascertain the amount of knowledge which the candidates may possess. There are few, if any, members of the teachers' profession on those boards in country places, and I consider this a matter of regret.

If I might make a suggestion, I would ask that the boards of examiners be composed of the best qualified teachers of the district, or at least that they should include the school inspector, who, from his being frequently thrown in contact with the teachers, is more accustomed to find out the aptitude of the persons who wish to teach. I also think that it would be better to do away with the programme (with the exception of those for pedagogics and agriculture) in order that the candidates may better prepare themselves.

During the month of July last I inspected a primary school, and at the end of the inspection the teacher brought forward a grown girl and asked me to question her, as she was prepared for her examination before the board for a certificate. I questioned her and could not get one satisfactory answer. The teacher then said, "she has only learnt these questions in the programmes," which she handed me. I asked the girl several questions and she answered with extraordinary volubility. I then told her that she knew nothing, and that if I were on the board she would not get a certificate.

Inspector Lamarche says :—The difference in the severity of the examinations held by the various boards of examiners induce some candidates to try to pass before the board which they consider the most lenient, thereby hoping to pass an easier examination.

Inspector Lippens says :—Would it be advisable to do away with the primary school certificates given by the Boards of Examiners ?

Experience has shown that these certificates are but a weak presumption of capability, and afford no guarantee as to the point, which is exactly that which has to be ascertained, namely, whether the teachers have any aptitude for teaching. So says Mr. Juneau himself, who has been a member of one of such boards for over thirty years.

No one is deceived as to the value of these certificates, and morally speaking, it may be said that they are done away with.

Another way to ascertain the knowledge and aptitude of those who offer their services as teachers, would not only be received and acceptable, but

it would give the public that satisfaction which it has been demanding for a long time.

But other questions arise in this connection. Most of our schools are kept by lay female teachers, who constitute the majority of our teaching staff.

Out of the grand total, which is 6,644, there are no less than 3,700 female teachers not certificated, or only holding a primary certificate from one of the boards of examiners.

But this is not all. During the school year 1880-81, 204 non-certificated female teachers were employed; in the following year 290, last year 503. Does it not seem as if the certificates were about to be abolished?

Most of the teachers employed in our lower schools, have only a very superficial education; their professional knowledge is very slight, and the means of acquiring it such as special works, conferences, the example and precepts of competent persons, are generally wanting.

It is not only a question of ascertaining the competency of those who wish to devote themselves to the career of teaching, but also of inducing a greater number of competent persons to enter and remain in it, providing them with means of educating and perfecting themselves; in a word to form a teaching staff in every respect worthy of the name.

Is it not advisable to submit these questions to a committee of investigation?

Not only the success but the very existence of our primary schools depends on this; and I think these questions deserve serious consideration.

Inspector McLaughlin says :—As regards the granting of diplomas to teachers, our Board of examiners has endeavored to raise the standard of teachers' qualifications by rigorously carrying out the law and the regulations of the Department. Perhaps we carry out the rules too strictly, at all events some of our candidates find it for their advantage to go before the Montreal, Sherbrooke or Stanstead Boards for their examinations. For instance, our Board has, for years, insisted on the candidate being fully eighteen years of age. The neighboring Boards examine them and grant them diplomas if they are in their eighteenth year.

The Bedford Board requires a two-thirds average on each of the examination papers (the preliminary and the special), in order to obtain a first-class diploma. Some of the other Boards only require a two-thirds average on the whole. We desire to arrive at a uniform practice in this matter and if we have been too rigorous, it will be easy to be more lenient.

Inspector Tetrault says :—Unfortunately, the Boards of Examiners always contribute, by their ill-advised and ill-timed indulgence, to encourage the disposition of certain municipal bodies of always engaging the cheapest teacher.

The Reverend Abbé Verreau says :—There is another thing also which they should not forget and that is to compare the number of teachers from the Normal schools with that of all the others, which means to compare the Normal schools with the Boards of Examiners.

I have neither the right nor the intention of allowing blame to rest upon anybody, but is it likely that so many certificates would be granted three times a year in the province of Quebec, if, instead of an examination of a few hours, the candidates had to undergo 3, 6, 9 examinations of several hours each ?

Would as many be granted, even with one examination, if it were passed before *one* board which would require the same knowledge from all the candidates of the same degree ?

We would soon find the number reduced by some hundreds.

These are strong statements, and they call for the careful consideration of all those interested in our elementary schools. The written examinations adopted by the Protestant Committee several years ago for the boards of examiners under their control, leave much to be desired, but they were a great improvement upon the programme of printed questions, upon which the candidates are still examined by the Roman Catholic Boards. It is evident that while some boards are doing as good work as could be expected under the circumstances, the results of the system on the whole are very unsatisfactory, and a change is imperatively necessary in the interests of our elementary schools.

The Grand Statistical Table is compiled from the returns of the School Inspectors, and reports the schools which come under their observation during the year. From this table it appears that the Inspectors visited 5,059 schools during the year, in which there was an attendance of 250,000 pupils. Of these 361 were independent schools, with an attendance of 35,134 pupils. This serves to explain in a measure the statement contained in another part of this table that there were 570 female teachers and 68 male teachers without diplomas. The large majority of these are teachers in independent schools who are under no obligation to provide themselves with diplomas. Many of them, however, are engaged in the public schools of poor and outlying municipalities, on the ground that certificated teachers could not be obtained. An examination of the facts of the different cases would, no doubt, show that in many instances the difficulty of obtaining certificated teachers arose from the small salaries offered. These six hundred and thirty-eight teachers without diplomas, along with the 1,749 ecclesiastics, &c., who are exempt from examination by law, gives a total of 2,387 teachers engaged in the schools of the province, without passing the usual examinations. It can scarcely be considered satisfactory that one-

third of the teaching staff of the province is carrying on the work of public instruction without having submitted to any official test of their fitness for that work.

The Normal School Question has attracted a great deal of attention during the year, and the discussions have exercised an influence upon the annual reports. The principal of the Jacques-Cartier Normal School presents an elaborate report, in which he defends the Provincial Normal Schools in general, and the Jacques-Cartier Normal School in particular. The Jacques-Cartier Normal School had sixty-seven pupil teachers, and granted eighteen diplomas at the close of the session. Laval had 111 pupil teachers, and granted 76 diplomas. McGill had 108 pupil teachers, and granted 80 diplomas, making a total of 174 Normal School diplomas granted in June last.

The report of the Boards of Examiners shows that 674 diplomas were granted during the year by the twenty-four Boards of Examiners, which, with the 174 diplomas granted by the three Normal Schools, raises the number of diplomas granted in the province during the year to 848. If we could regard this large annual accession to our army of teachers as composed of persons really qualified for their work, this would be a very encouraging feature of the report, but the reports of the Inspectors forbid this. According to their reports, a large number of these are very incompetent, and form a very undesirable acquisition to the teaching staff of the province.

The Monetary Tables, which are prepared from the semi-annual reports from the different municipalities, give detailed information concerning the number of pupils of school age in each municipality, the government grant to each municipality, and the amount of the yearly assessments of various kinds raised in each municipality for school purposes.

Apart from the cities of Quebec and Montreal, reports from which are not complete, it appears that there were two hundred and sixty-three thousand two hundred and sixty-three children of school age in the province, of whom one hundred and eighty-eight thousand seven hundred and ninety-six, or 71 per cent., attended school for a longer or shorter period during the year. That a government grant of \$152,763.00 was paid to the different municipalities, and that the municipalities themselves contributed for school purposes, \$711,615.38, \$76,758.45 of which was levied as monthly fees.

In the *Special Financial Reports*, the statements from the Roman Catholic and Protestant Boards of School Commissioners of Quebec, appear for the first time, according to which the revenue of the former is \$12,570, and of the latter \$10,005. It seems very remarkable that the revenue of these two boards should be so nearly equal, when we consider the small Protestant population in Quebec.

Under the head of *Superior Education*, there are reported 563 institutions, employing 2,842 professors and teachers, attended by 74,592 pupils and receiving from the government \$113,362. These are divided into two classes, Roman Catholic and Protestant, including for the former 2 Universities, 2 Normal Schools, 27 Colleges, 107 Academies and 358 Model Schools, and for the latter 2 Universities, 1 Normal School, 6 Colleges, 28 Academies and 30 Model Schools. The study of Latin and Greek among the Roman Catholic Institutions is confined to the Universities and the 16 Classical Colleges. The latter report 1,540 pupils in Latin, and 1,149 in Greek. The twenty-eight Protestant Academies and High Schools report 746 pupils in Latin and 203 in Greek, the numbers being 701 in Latin and 203 in Greek in the report for the previous year. Of these 469 pupils in Latin and 171 in Greek, are from the High Schools of Montreal, Lennoxville and Quebec, leaving 277 pupils in Latin and 32 in Greek for all the other Protestant Academies of the province, which nevertheless report a total attendance of 1,876 pupils.

The following comparative statement shows that a gradual improvement is taking place in our Protestant Superior Schools:—

ACADEMIES.

Year.	Schools.	Teachers.	Pupils.	In Latin.	Greek	French.	Canadian History.	Algebra.	Geometry.	Trigonometry.	Natural History.	Drawing.
1882-83.	27	122	2664	701	214	1487	1239	705	487	84	56	1109
1883-84.	28	121	2773	746	203	1408	1296	716	550	93	61	1314

MODEL SCHOOLS.

Year	Schools.	Teachers	Pupils.	In Latin.	French	Sacred History.	Canadian History.	Algebra.	Geometry.	Drawing.
1882-83.	31	44	1421	41	305	401	602	160	117	606
1883-84.	30	40	1525	52	242	552	671	233	140	708

BLACK-BOARDS.—We desire to draw the attention of school commissioners and trustees to the announcement of the New Rockland Slate Company among our advertisements. This Company, whose quarries are near Melbourne, P. Q., is prepared to furnish slate black-boards for the use of schools, one half inch in thickness, at the rate of 35 cents per superficial foot. The ordinary width is 3 ft. 6 in., and they can be made of any required length. We have received a specimen board, and can only say that we should be glad to see one in every school. The first cost may be a little more than the ordinary wooden board, but the slate board is not only much superior, but it never gets out of repair. The surface is always good and in order. Commissioners who are building new school-houses should communicate with the Rockland Company before making arrangements for their black-boards.

BOARDS OF EXAMINERS for the examination of candidates for teachers' diplomas will meet on Tuesday, the fifth of May next. Intending candidates are required to give fifteen days' notice to the secretary of the board. Those teachers who received second class diplomas in May, 1884, are reminded that their diplomas are not valid after the first of May next, and if they wish to continue teaching they will require to go up for the May examinations.

MR. G. H. PARMELEE, OF ST. FRANCIS COLLEGE, RICHMOND, has been appointed Head Master of the Boys' Model School in connection with the McGill Normal School. This is one of the most important educational positions in the Province. Mr. Parmelee holds an academy diploma from the Normal School, and has passed the Intermediate examination at McGill University. He has been teaching at St. Francis College with marked success for several years. We congratulate Mr. Parmelee upon his appointment, and we think that the Normal School is fortunate in securing the services of Mr. Parmelee for this responsible position.

ARBOR DAY.—The approach of the month of May reminds us of **ARBOR DAY** and the preparations necessary for its due observance. In all countries where this day is recognized, the public schools take a very prominent part in the day's proceedings.

We trust that the schools throughout the Province will observe *Arbor Day* this year by bringing the pupils together in their respective localities for the purpose of planting forest trees wherever they may be useful and ornamental. We commend to teachers and others the following remarks from Hon. B. G. Northrop, LL.D., concerning the observance of *Arbor Day* in the United States :—

“ At the opening of the last session of Congress attention was called to the subject of forestry for the first time in any presidential message. Bills for the protection and extension of forests are now before Congress and before many state legislatures. The last census presents striking facts which prove this to be a question of both state and national importance. The recent action of the national government shows a new appreciation of forestry. The marvel now is that the general government did not earlier seek to protect its magnificent forests, once the best and most extensive in the world.

But of all these agencies no one has awakened so general an interest in arboriculture as the appointment of *Arbor Day*, by governors of states, by legislatures, and by state, county, and town superintendents of schools. The plan of *Arbor Day* is simple and inexpensive, and hence the more readily adopted and widely effective. In some states the work has been well done without any legislation. The best results, however, are secured when an act is passed, requesting the governor, each spring to recommend the observance of *Arbor Day*, by a special message. The chief magistrate of the state thus most effectually calls the attention of all the people to its importance, and secures general and concerted action. How forests conserve the water supplies and lessen floods is aside from the topic of this paper.

As the destruction of forests has been going on for centuries, the remedy must be the work of time, for it must include slow processes and agencies, each separately minute, which become important when multiplied by myriads and extended over broad areas. *Arbor Day* has proved such an agency.

It may be objected to *Arbor Day* or to any lessons on forestry in schools that the course of study is already overcrowded, and this fact I admit. But the requisite talks on trees, their value and beauty, need occupy but two or three hours. In some large cities there may be little or no room for tree planting, and no call for even a half holiday for this work, but even there such talks, or the memorizing of suitable selections, on the designated day, would be impressive and useful. The essential thing is to start habits of observation and occupation with trees, which will prompt pupils in their walks, or when at work or at play to study them. The talks on this subject which Supt. Peaslee says were the most interesting and profitable lessons the pupils of Cincinnati ever had in a single day, occupied only the morning of *Arbor Day*, the afternoon being given

to practical work. Such talk will lead our youth to admire trees, and realize that they are the grandest products of nature, and form the finest drapery that adorns this earth in all lands. Thus taught, they will wish to plant and protect trees, and find in their own happy experience that there is a peculiar pleasure in their parentage, whether forest, fruit, or ornamental—a pleasure which never cloy, but grows with their growth. Like grateful children, trees bring rich filial returns, and compensate a thousand fold for all the care they cost. This love of trees, early implanted in the school, and fostered in the home, will make our youth practical arborists.

Arbor Day has already initiated a movement of vast importance in eight states. In tree planting, the beginning only is difficult. The obstacles are all met at the outset, because they are usually magnified by the popular ignorance on this subject. It is the first steps that costs—at least, it costs effort to set the thing on foot, but that step once taken, others are sure to follow. This very fact that the main tug is at the start, on account of the inertia of ignorance and indifference, shows that such start should be made easy, as is best done by an arbor day proclamation of the governor, which is sure to interest and enlist the youth of an entire state in the good work. When the school children are invited each to plant at least “two trees” on the home or school grounds, the aggregate number planted will be more than twice that of the children enlisted, for parents and the public will participate in the work.

The influence of Arbor Day in schools in awakening a just appreciation of trees, first among pupils and parents, and the people at large, is of vast importance in another respect. The frequency of forest fires is the greatest hindrance to practical forestry. But let the sentiment of trees be duly cultivated, first among our youth and then among the people, and they will be regarded as our friends, as is the case in Germany. The public need to learn that the interests of all classes are concerned in the conservation of forests. Through the teaching of their schools this result was long since accomplished in Germany, Switzerland, Sweden, and other European countries. The people everywhere recognize the need of protecting trees. An enlightened public sentiment has proved a better guardian of their forests than the national police. A person wantonly setting fire to a forest would there be looked upon as an outlaw, like the miscreant who should poison a public drinking fountain.”

The fifth of May has been appointed by proclamation of the Lieutenant-Governor, “ARBOR DAY” for the western division of the Province, and the 13th for the eastern division. The Superintendent has issued a circular calling upon all those engaged in school work to take part in the celebration of the day. The Minister of Public Instruction for Ontario has also appointed an Arbor Day for the first time in that Province.

CLIPPINGS FROM THE REPORTS OF INSPECTORS.

The reports of our school inspectors which constitute about one-half of the Superintendent's annual report, contain much valuable information, and deserve to be carefully considered by those interested in our educational work. In order to bring the contents of these reports before our readers in a condensed form, we propose to give the remarks of the different inspectors upon the more important questions referred to in their reports, taking

1. The scarcity of teachers and the causes.
2. The salaries of teachers.
3. The chief obstacles to the progress of education in the Province.

I. The scarcity of teachers and its causes.

Insp. Begin—"Thirty-one female teachers taught this year without having certificates; the school authorities could not get any others. I have to repeat this year what I have already stated, that this dearth of teachers is due to the small salaries offered by the municipalities; almost any occupation is preferred to that of teaching."

Insp. Belcourt—"I notice that the number of teachers has a tendency to decrease. During the year it was necessary, in many cases, to employ persons without certificates to replace those, who for some reason or another, gave up teaching. This continual decrease in the number of the teachers is undoubtedly due to the discomfort suffered by those who decide, very often for want of something better, upon entering a career which after all is so noble and important. I cannot repeat too often that until the position of a teacher is made a more enviable one, teachers who are not very competent will always be able to have their services accepted."

Insp. Delage—"When the teachers were engaged last year, the Commissioners in some municipalities were somewhat embarrassed when trying to give to each school a teacher who was suited for it. After many vain searches they were obliged to accept the services of young, uncertificated female teachers, as well as those of some teachers who were certificated, but were unknown and strangers to the districts. One cannot expect much success from schools taught by such teachers."

Rev. Insp. Fothergill—"In the country I also notice very great improvement in many school districts; but I regret to state that much difficulty has been experienced in some quarters to secure properly certificated teachers; in fact several schools would have been left vacant, had not permission been granted to select teachers without diplomas."

Rev. Insp. Lyster—“I am sorry that the want of duly qualified Protestant teachers continues to be much felt. Last winter there were no fewer than six schools in the county of of Gaspé taught by young girls without diplomas. Several schools in the county of Bonaventure have been closed for months on account of the inability of commissioners to secure teachers. This scarcity of teachers arises in part at least, I think, from an imaginary difficulty in passing the Board of Examiners.”

Insp. Magrath—“I still find a difficulty exists in obtaining the services of teachers of merit in remote rural localities. Another matter may also be appropriately mentioned in this connection, and that is the scarcity in many parts, of comfortable boarding houses (within convenient distance) where teachers can be accommodated. This fact, I think, tends to aggravate the difficulty of finding qualified teachers.”

Insp. Nantel—“Four schools were closed during the year through the want of teachers. In fact, I must remark that teachers are becoming scarcer and scarcer; before many years we will have to increase the salaries if we want to get any at all. Last year the average salary for teachers was \$115, this year it was \$118 and it is sure to increase.”

Insp. Tetrault—“The most remarkable fact I have to point out is the ever-increasing scarcity of school masters, which is so great that several important districts had no school. This state of affairs is chiefly due to the small salaries paid.”

II. The Salaries of Teachers.

Insp. Beland—“Total salaries paid 115 female teachers \$9,018; the average being \$77, which is an absurdly small amount. This is due to the competition amongst teachers who have only themselves to complain of.”

Insp. Delage—“The salaries of the teachers are gradually increasing. With the exception of the religious, none of my teachers get under \$100. The salaries vary from \$100 to \$200 for female teachers, and from \$200 to \$500 for male teachers. In my grand table you will find only one teacher who received less than \$100, and she was engaged only for five months.”

Insp. Grondin—“As regards the teachers' salaries, I regret to say that they are being increased but very slowly, and, consequently, I am still of opinion that the minimum amount should be fixed by law.”

Insp. Lefebvre—“The average amount of the teachers' salaries has slightly increased since last year. It has increased by one dollar and some cents; this is not much, but still it is an improvement, although at that rate it will take a long time before the salaries are what they should be.”

Insp. Miller—“The teachers in the primary schools are not sufficiently remunerated, and I am surprised to see how, notwithstanding the absurd salaries which are given in some muni-

cipalities, the services of certificated teachers are always secured. There are some who teach for a long while in the same school, to the satisfaction of the rate-payers, and who get \$72.00 a year, and are obliged to heat the school at their own expense. I do not know how these persons manage to live, clothe themselves, and purchase fuel, which is rather dear at present; but what I do know is, that an ordinary servant is much better paid for work, which is of infinitely less importance than that of a person who has to look after the physical, intellectual, and moral development of youth."

Insp. Savard.—I regret that the annual salary paid to almost all the teachers is insufficient and in some places, instead of its being increased, there is a tendency to decrease it, and this especially at a time when necessaries of life cost almost twice as much as they did formerly."

Insp. Simard.—"The teachers' salaries which are already insufficient, are being decreased instead of increased; if to this we add the fact that nearly all the necessaries of life are more expensive, it will be easy to see what difficulties the commissioners meet with in finding teachers. How can the latter expect to get on with a salary of \$50 or \$60 a year? The consequence has, so far, been that last year the commissioners in several municipalities were obliged to engage young girls who had no certificates and who were incompetent. Several schools had to remain closed, because teachers could not be found for so small a salary."

Insp. Tetrault.—"The teachers' salaries have been raised in several municipalities. Maskinongé leads in this respect, and St. Justin and St. Didace also deserve honorable mention. People are beginning to understand that in order to have a good teaching staff, a liberal salary must be paid, and one proportioned to the services rendered by the teacher."

Insp. Tremblay (Gaspé).—Nearly all the defects in teachers are due to the insufficient salaries paid to them. As we are prevented from giving adequate remuneration to the teachers, we are compelled to engage young and inexperienced persons who hardly understand the great importance of their mission. Who can convince them that it is a duty they owe to themselves to prepare, between school hours, the lessons which they have to explain? And yet this is necessary to enable them to interest and stimulate their pupils and obtain the greatest amount of attention from them."

III. Causes which impede the progress of education.

Insp. Begin.—The causes which continue to impede the progress of education in my district are: the irregular attendance of the children at school, the deficient professional knowledge of a great number of the younger teachers, the absence of proper school

necessaries, and in some cases, the totally unsuitable buildings in which school is held."

Insp. Delage—"The principal obstacles to progress, still are : 1. Irregular attendance; 2. Want of a proper system of teaching in a great many of the young teachers; 3. Ignorance and ill-will on the part of about one-eighth of our rural population; 4. The too great number of pupils in one class, under a single teacher; 5. The facility with which unknown teachers are engaged, who are strangers to the district, and who are not provided with good references."

Insp. Fontaine—"It is now established that our system of schools and of teaching is good. *But, unfortunately, attendance at school is not sufficiently regular.* Many ratepayers do not seem to understand that without regular attendance the pupils cannot make any progress, and they also overlook the fact that irregular attendance gives the teacher a great deal of additional work."

Insp. Gay—They neglect to ascertain whether the school commences and closes at the hours fixed by the regulations. On several occasions when I entered a school after 9 o'clock and once at 9.45, I found the children lighting the stove and the master late; 2. The pupils arrive at school at all hours, without the teachers or commissioners making any rules to cover the case; 3. The parents keep the children at home for trifling reasons; 4. The commissioners sometimes dismiss competent teachers and replace them by others less competent, simply in order to show their authority. On the other hand, the teachers like to change their places; the result at present being that half the schools change teachers every year. The schools taught by nuns are different in this respect, and it seems to me that this is the chief reason of their being superior to others.

Another source of frequent changes is the fact that the school mistresses, on an average, teach only for three years. Moreover, as there are not enough of them in this district, they have to be advertised for, through the newspapers, in other districts. About one third of the persons who teach in this district have only been here for a year or two. This going and coming is, in my opinion, the greatest inconvenience suffered by our school system."

Insp. Lefebvre—"In the first place I may cite irregular attendance, the want of professional knowledge in the female teachers, and the smallness of their salaries, which is the principal cause of the two obstacles above mentioned."

Insp. Nantel.—"Amongst the obstacles to progress, in addition to those already pointed out hundreds of times by the inspectors, that is to say: irregular attendance, the habit which parents have of withdrawing their children from school after they have their first communion, just at the very moment when they are beginning to learn something, the want of professional knowledge in most of the young school-mistresses, I may mention the

apathy of many commissioners and ratepayers with regard to their schools and the little encouragement they give them.

Insp. Tremblay (Charlevoix).—"Irregular attendance and the indifference of parents are the chief obstacles to the progress of some of the primary schools, and the system of giving holidays at various periods of the year is another."

LOCAL ITEMS.

Teacher's Conversazione.—An entertainment, decidedly novel in its way and most enjoyable in every respect, was given at the McGill Normal School by the Teachers' Association in connection with the institution March 20th. The entertainment was given under the name of a conversazione, and the projectors of it appeared to have grasped the full significance of the word much more fully than in the case of most of the entertainments magnified by the name of conversaciones, and which are about as much like what conversaciones ought to be as chalk is like cheese. The lecture hall of the school was very tastefully decorated for the occasion with flags and hot house plants, and when filled with the teachers and their brothers, cousins and uncles, presented a very pretty appearance. The chairs, instead of being arranged in such a manner as to prevent the possibility of those present reaching their friends, as is generally the case, were placed about the floor in groups, and the hall during the progress of the musical programme presented the appearance of a ball room between dances more than that of the orthodox concert room. The musical portion of the programme was under the direction of Mr. F. W. Mills, which of itself was sufficient guarantee of its excellence. One of the features of the programme was the playing of an orchestra under Mr. Mills' direction, and the others who contributed to the success of the programme were Mr. Birks, Mrs. Furness, Messrs. Davis and Ward, Herr Frankenstein, and Miss Coull. Readings were given by Miss Ritchie and Miss McGarry and addresses by Mr. E. W. Arthy, President of the Association and Sir William Dawson. Refreshments were served in some of the class rooms during the evening, and in the library a very interesting microscopical exhibition was given with the assistance of microscopes loaned by the members. A fine collection of photographs of famous buildings and scenery was also made, and altogether the library was a very attractive resort for the teachers and their friends.

Montreal Veterinary College.—The final oral examinations and the closing exercises of the college session took place on Thursday, March 26th, Mr. Lesage, deputy commissioner of agriculture, in the chair.

The following gentlemen having fulfilled all the requirements of the college, attended three full sessions, had passed the examinations in botany, physics, histology, chemistry, physiology, materia medica, anatomy, general pathology, theory and practice of veterinary medicine and surgery, being considered by the board fully competent to be admitted to practice as veterinary surgeons, were granted the diploma of the college, viz.: E. W. Hoare, Charles G. Lamb, W. F. Scott, John F. Magor, A. A. Keys, C. S. Garland, W. P. Mayo, J. Turcot, A. Rouif, O. Fortin and R. Lapointe.

The medal for the highest aggregate marks in all subjects was won by E. Wallis Hoare in the English classes, and by J. Turcot in the French classes.

McGill University.—At the meeting of the corporation on Wednesday, March 25th, the announcement was made of a further benefaction from the Hon. D. A. Smith for the purpose of providing for separate classes for

women in the special course in the faculty of arts, up to the final examinations, along with resolutions of the board of governors thereon. The effect of this additional donation would be to raise the entire endowment to the sum of \$120,000, which will bear the name of the "Donalda" endowment. Thereupon the thanks of the corporation were unanimously voted to Mr. Smith, and the matter was remitted to the faculty of arts, with the view of enacting the necessary regulations to give effect to the liberal intentions of the donor. Power was also given to the faculty to make known the general nature of the arrangements proposed in the forthcoming calendar, for the information of intending students.

On intimation from the secretary of the British Association that it is the wish of the council that the association gold medal shall be offered for competition in the approaching examinations, and on report of the faculty of applied science thereon, it was resolved that for the present session the medal be offered for competition in the graduating class in mining engineering.

It was announced by the library committee that the council of the Zoological society of London had placed the university on the list of institutions receiving its publications. The thanks of the university were voted to the society.

The report of a committee of conference with other bodies on the subject of uniformity in the educational requirements for entrance into the study of professions was read and adopted, and the committee was continued.

The meeting was adjourned to Saturday at 4 p. m., to receive reports of the faculties of law and medicine, preparatory to the meetings of convocation, to be held on Monday and Tuesday next.—*Montreal Gazette*.

The annual convocation of the medical faculty of McGill University was held March 30, in the William Molson hall. Hon. Senator Ferrier in the chair.

The proceedings opened by prayer by the vice-principal.

Dr. Howard, dean of the faculty, then read the report which showed that the total number of students registered in this faculty during the past year was 234, of whom there were from Ontario, 126; Quebec, 58; New Brunswick, 20; Nova Scotia, 11; United States, 8; P. E. Island, 3; Newfoundland, 3; West Indies, 2; British Columbia, 1; Manitoba, 1; Ireland, 1. He also read the names of those who had passed the examinations. The prizes were then presented as follows:—The Holmes gold medal for the best examination in the primary and final branches was awarded to Edwin G. Wood, of Londesborough, Ont.; the prize for the final examination was awarded to Smith Gustin, London, Ont.; the prize for the best primary examination was awarded to Ed. J. Evans, Seaforth, Ont.; the Sutherland gold medal was awarded to H. A. Lafleur, B.A., of Montreal. The following gentlemen, arranged in order of merit, received honorable mention:—In primary examination, H. A. Lafleur, J. A. A. Kelly, D. L. Ross, E. H. P. Blackadder, R. A. Kenedy, L. F. Ross, T. J. Haythorne, R. C. Kirkpatrick, Wm. Hall and J. M. Fraser; in the final examination, F. G. Finlay, H. T. Hindmann, M. C. McGannon, T. A. D. Baird, John Elder, D. W. Eberts.

The professors' prizes were awarded as follows: Botany prize, T. A. Clouston; practical anatomy demonstrator's prize: 2nd year, H. A. Lafleur, Montreal; 1st year, J. W. Bradley. Clinical medicine, junior class: H. S. Birkett, Hamilton, Ont. The graduating class was addressed by Dr. Roddick.

The Annual Convocation of the McGill University Law Faculty was held 31st March in the William Molson hall. Hon. James Ferrier occupied the chair. The proceedings were opened with prayer by the vice-principal, after which Mr. Archibald read the list of successful candidates, which was as follows:—

GRADUATING CLASS.

First rank honors and Elizabeth Torrance gold medal and prize in international law—Irving E. Struthers.

First rank honors and prize for best thesis—Arthur W. Smith, B.A.

First rank honors and prize for general proficiency—Robt A. E. Green-shields, B.A.

Second rank honors—Geo. O'Halloran, B.A., and Albert G. B. Claxton. Passed the special examination required for graduation—Irving Enoch Struthers, Phillipsburg Que., Arthur Welsford Smith, B.A., Montreal, and Robert Alfred Ernest Greenshields, B.A., Danville, Que., equal; George Finley O'Halloran, Cowansville, Que., Albert George Brooke Claxton, Montreal, Henry John Hague, B.A., Montreal, Jas. Gladstone Jolly, Rockburn, Que., John Dugald Cameron, B.A., Dewittville, Que., Henry James Duffett, B.A., Megantic, Que.

SECOND YEAR.

First rank honors and first prize, Albert Joseph Brown, B.A.

First rank honors and second prize, prize in international law, Raleigh Jeremiah Elliott.

Second rank honors, John Mackie, B.A., and R. L. Murchison.

PASSED THE SESSIONAL EXAMINATIONS.

Albert Joseph Brown, B.A., Windsor Mills; Raleigh J. Elliott, Durham Que.; John Mackie, B.A., Quebec, Que.; Roderick L. Murchison, Dundee, Que.; George C. Wright, B.A., Hull, Que.; Francois Samuel Mackay, Papineauville, Que.; Louis Thomas Polette, Three Rivers; Louis Adelard Brien Robillard, St. Alexandre, Quebec.

FIRST YEAR.

Second rank honors and first prize, James Mabon, B.A.; second prize, Henri A. Beaugard.

Passed the sessional examinations—James Mabon, B.A., St. Louis de Gonzague, Que.; Henri Alfred Beaugard, St. Hyacinthe, Que.; John Andrew McLean, Lancaster, Ont.; Hector Bute, Montreal, Que.; Victor Ernest Fontaine, St. Hyacinthe, Que.; Joseph Bricot dit Lamarche, L'Assomption, Que.

Prof. Lareau addressed the graduating class in French, and Mr. Justice Torrence in English.

Bishop's College.—The annual convocation of Bishop's College was held 30th March, in the Synod hall, which was fairly filled by an audience mostly composed of ladies. Dr. Henneker, chancellor of the university, presided, and there was also present on the platform Rev. Dr. Norman, vice-chancellor; Mr. Edward Chapman, bursar; Dr. Campbell, dean of the faculty, and Dr. Cameron, registrar.

The precedings were opened by Dr. Henneker reading the annual report, which gave a brief resumé of the work done during the year; 23 students had attended the classes, of whom 2 were from the United States, 2 from Ontario, 17 from Quebec (of whom 8 were residents of this city) and 2 from the West Indies.

Dr. Campbell then read the list of those who had passed their examinations and the prize winners, as follows.—Mr. F. R. England, Dunham, P.Q., first class honors and the Wood gold medal; Rev. J. B. Saunders, Stanstead, P.Q., second class honors, and Mr. C. E. Parent, of Waterloo, P.Q. Primaries, Mr. Allan F. Longeway, Durham, P.Q., first class honors and the David scholarship; Vilda J. Groulx, Belle River, P.Q., first class honors, and Mr. Albert P. Scott, Montreal, second class honors.

Dr. Laphorn Smith and the Rev. Dr. Norman addressed the graduating class.

EXAMINATION OF SUPERIOR SCHOOLS.

To the Editor of THE EDUCATIONAL RECORD.

DEAR SIR,—Knowing the interest you take in the cause of education, I venture to express, through your paper, a few thoughts on educational matters, and even though the ideas advanced may not claim attention, yet for the sake of the subject involved, it is hoped that the question will not be passed unnoticed.

It is always desirable in introducing any changes that only those be adopted from which better results may follow, and without casting any reflection on the present mode of inspecting and ranking academies and model schools, some more settled and, therefore, more satisfactory system might be considered. It is a very trying task at times for an inspector to give any school as thorough an examination as might be advisable, or even necessary. Very little of the actual working of the institution is examined, and so there is but little opportunity for suggestions by the examiner—suggestions that might be of invaluable service to the teacher. From this standpoint, then, it would be highly beneficial if the inspector could spend at least half a day in every school in examining the institution in full operation. He might let the teacher conduct an occasional class without special preparation, and the rest of the time he himself might either hear classes or give instruction on any new methods or in any of a dozen ways that might present themselves, according to circumstances. Such a visit would be truly an inspectoral one.

To test the general efficiency of the schools a scheme like the following might be taken.—The Board of Education of the Province might appoint a Central Board of Examiners to frame a set of questions. Let one, two, or three days be selected once or twice a year, on which the papers would be submitted simultaneously to all the academies and model schools. This would make it necessary to have a presiding examiner—a difficulty readily met. The principals of one academy might preside over another, and in case of there being an academy and a model school in the same place, the two could unite for examination. The duties of the presiding examiner might be (1) To preside at the examinations; (2) To receive the examination papers under seal from the Central Committee, and deliver them to the candidates in the order laid down by a regular timetable, prepared by the Central Committee; (3) To see that the candidates answer the questions without assistance within the time allotted for each subject; (4) To receive all the answers on paper and return the same, without examination, to the Central Board. Other similar duties might be laid down. The head-master of each academy should send, at least a month before examination, a list of the names of the candidates who intend to write, so that the Central Board might know how many papers would be required. A fictitious name or a number would be assigned to each candidate by the Central Committee.

For this examination the subjects might be arranged in groups, each pupil being allowed his choice, and being entitled on the results, to a diploma as teacher for three or five years, according to the stand and the subjects taken.

Thus the examination for teachers now employed would not be required.

It is well not to have many complications and grades; probably three for Model Schools, and two for Academies would be sufficient. In Academies all who pass the examination would be ranked as upper academy pupils.

Now for the division of money grants. Every academy should have a fixed minimum allowance, and an additional amount based on the average attendance both in the lower and the upper grade, and a small allowance for each pupil who succeeds in passing the examination from lower to upper.

To meet the expenses of the examination, let each municipality pay for its own academy or model school.

A system such as this would, I think, Mr. Editor, raise the standard of education and make it more uniform, and tend to give us a better trained class of elementary teachers.—Yours truly,

S. F. PASSMORE, M. A.,
Principal St. Francis College.

Richmond, 6th April, 1885.

TEACHERS' INSTITUTES.

To the Editor of THE EDUCATIONAL RECORD.

SIR,—In regard to the attendance of teachers at the institutes to be held (D. V.) next July, will the teacher be expected to make up the days on returning from the institute, or will those days be given to her? I would much prefer to have them given to me, as I find teaching in the hot, sultry days in July, a weariness to teacher and pupil. I also think that teachers learn methods of teaching at those institutes which are of advantage to pupils, particularly the younger ones, and that if the schools in which a teacher labored were to pay her travelling expenses, it would be a good investment for the pupils of the school.

In some parts of the country I believe it is common to give the days spent at Teachers' Conventions, &c., to the teacher. I wish the practice were general.—I am,

ONE WHO WISHES TO KNOW.

[The teachers' meetings held by the School Inspectors are ordered by the Superintendent, and all teachers are expected to attend, and are entitled to time to do so. The attendance at the Institutes and Conventions requires a longer time, for which arrangements must be made with Commissioners when necessary. ED. RECORD.]

BOOK NOTICES.

Clouds' Aristophanes in the College Series of Greek Authors. Ginn, Heath & Co., Boston.—The object of this series, which is edited by Professor White, of Harvard, and Professor Seymour, of Yale, is to furnish editions of Greek authors with notes which embody the best results of recent Philological research. The volumes of the series are based upon approved German editions, whose introduction and notes are freely translated into English. The introduction to the present volumes, which extends over about fifty pages, is an almost literal translation. The mechanical work is all that could be desired.

We have received from Messrs. Dawson Bros., Montreal, a copy of Pindar, published by Harper Brothers, New York, and edited by Prof. Gildersleeve, of John Hopkins University, including the Olympian and Pythian Odes. An introductory essay of 115 pages treats of the life of Pindar, his thought, style and art, metres, dialect and syntax. The Greek text is excellent and contains numerous cuts of Greek coins. The notes are very full and the whole forms a very valuable text book of Pindar's works.

The Introduction to the Study of the Compound of Carbon, by Prof. Remsen, of John Hopkins University, referred to in our February number as in preparation by Messrs. Ginn, Heath & Co., Boston, has been received. The work is all that was promised for it and it furnishes an admirable introduction to this interesting but rather difficult branch of chemistry.

Official Gazette.—The Lieutenant-Governor has been pleased, by an Order-in-Council, of the 10 March last, to appoint Andrew Hennessy School Commissioner for the Municipality of St. Edward of Frampton West, Co. Dorchester, to replace Daniel Byrnes, deceased; and by an Order-in-Council of the 26th March last, to appoint Commissary-General Matthew Bell Irvine, C. B., protestant school commissioner of Quebec, instead of the Revd. Charles Hamilton, who has resigned.

„Neither Boston, Philadelphia, nor New York can rival them.”—*Presbyterian Witness, Halifax, N.S.*

“If the books have any fault they are too beautiful.”—*Montreal Gazette.*

G A G E ' S

New Canadian Readers.

NEWFOUNDLAND.—Recommended by the Superintendents of Education.

MANITOBA.—Authorized for use in the Schools of the Province.

QUEBEC.—Authorized for use in the Schools of the Province. Adopted by Protestant School Commissioners for use in Montreal. Introduced in the Schools of City of Quebec, Sherbrooke, Three Rivers, and many other Schools in the Province.

PRINCE EDWARD ISLAND.—Recommended by Superintendent of Education

JAMAICA, WEST INDIES.—Recommended by Superintendent of Education.

ONTARIO.—Authorized by the Minister of Education.

WHAT IS SAID BY TWO WELL-KNOWN INSPECTORS.

To the Trustees and Teachers of Lincoln and City of St. Catharines.

As the acting Minister of Education has recently authorized two new sets of reading books, it becomes necessary, to secure uniformity in classes, to avoid confusion in buying, and to prevent loss of money to parents, that Trustees and Teachers shall, with as little delay as possible, consider the adoption of one, and only one, of these series. To exemplify this necessity, suppose that the city of St. Catharines were to adopt one, and the county of Lincoln or the town of Thorold, the other; then children of parents moving from one to another of these places would find themselves obliged to buy new books.

To be in a position to express an opinion on the merits of the two series to the many inquiring Trustees and Teachers, we have compared them carefully, and have no hesitation in stating, that Gage's "Canadian" is superior to the "Royal" series, for the following reasons:

1. The "Canadian" is cheaper by 34 cents per set.
2. The type is much larger and the spaces between lines greater.
3. The engravings are better, and in the earlier books more numerous, thus affording a greater variety and a far wider range in object-teaching.
4. The lessons are carefully graded as to matter and difficulties.
5. The books are not too large, hence may be mastered by the pupils in the two school terms of the year.
6. There is more literature, either on Canadian subjects, or written by Canadian authors on other topics.

The following excellent features of Gage's "Canadian" series seem entirely wanting in the "Royal":—

1. Pictorial tablets adopted to the most modern methods of teaching reading, and embracing admirable black-board drill on phonics, and exercises in *script*.
2. Script, in the earlier books, viz.: the primers and the second book, that children may practise, as well as read, *writing*.
3. A series of Bible readings and Temperance lessons.
4. Articles on "How to Resuscitate the Drowned," "How to Retain Health," &c.
5. Definitions and pronunciations of the more difficult words in the lessons, placed at the beginning of each.
6. Questions and suggestions at the end of each lesson, beginning in the second book
7. A summary of Canadian History.

(Signed)

JAMES B. GREY,
I.P.S., Lincoln.

J. H. McFAUL,
I.P.S., St. Catharines.