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THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC.

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No. 9.

SEPTEMBER, 1891.

VOL. XI.

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**Editorial Notes and Comments.**

—We regret very much to learn from the local papers of Richmond that the citizens of that place are not altogether unanimous in their loyalty towards St. Francis College. An important meeting of the Trustees of the College was lately held on the return of the Principal from his holidays, at which an investigation brought out the fact that, even among the Trustees themselves, there was at least one gentleman who thought that matters were in an unsatisfactory state. It can hardly be possible that citizen or trustee would care to do such an important institution an injury. The history of the institution is the history of the place, and, to be loyal towards it, is as much of a duty to every inhabitant of Richmond as it is for such to have a pride in the place itself and its progress. If the dissatisfied trustee be correctly reported, we can hardly see how he can justify his attacks upon the College by saying that "he himself had been persistently maligned and misrepresented by certain persons ever since he had been in Richmond, and had been traduced in the press." The substance of his complaints seems to be that the College is not, as it should be, a close corporation; that the different Christian denominations are not properly represented on the Board of Trustees; that the Principal has shown a disposition to favor one particular Church, and has been partial in the distribution of the honors acquired by students. In the spirit of such complaints,

moreover, several letters had appeared in the newspaper of a neighboring village; but as Mr. Hepburn was in a position to repudiate either being the writer or the inspirer of the articles in question, his defence was confined to what he had said about the College among his parishioners and fellow-townsmen, and for this he expressed regret. In justification of the Principal, under whom the institution has enjoyed a longer period of prosperity, perhaps, than at any time previously, the matter could not be allowed to rest here, and, before the meeting closed, the following resolution was passed: "We, the Corporation of St. Francis College, having heard the statement made by Principal Bannister *re* the standing of the College, and in view of what has appeared in the *Granby Leader*, desire to place on record our satisfaction with the status of the College and our continued confidence in Principal Bannister, and we repudiate as false and misleading what has appeared in the *Granby Leader*." Our purpose in referring to this matter is not so much to give publicity to the event, as to urge upon all our communities the necessity of rallying round the school of the district. Mr. Hepburn, in his defence, disclaimed any desire on his part to injure the College, his purpose being merely to improve what he thought to be defective in the management of the institution. And we cannot but accept his statement as an honest one. His manner of bringing about a reform, however, is objectionable, and it is this we wish to emphasize in mentioning the case. The teacher needs sympathy from all—not antagonism. His work is the work of the community, and, unless the community comes to the support of his conscientious efforts in behalf of the coming community, there is a canker eating at the root of intellectual progress in such a locality. It is always a suicidal policy to defame the teacher. Even when he is thought to be wrong or injudicious, there is a way of coming near him with sympathetic advice, and we can hardly think that the outcome of the Richmond investigation does other than prove this. As a parallel case to the above, we have followed, with some interest a libel suit in England, in which a member of the School Board was charged with defaming the teacher. The summing-up of the Judge, Mr. Justice Vaughan Williams, is as follows:—

"Undoubtedly, the words which were published were words which were capable of the meaning—that the writer charged the plaintiff with personal cruelty towards the children. We have had this investigation, and I must say that it is abundantly clear that the defendant could make out no case of any such cruelty. On the other hand, I think every one who has watched the evidence

must feel satisfied that the defendant, although he may not have acted, or did not act discreetly in what he did and what he wrote, was actuated by a sense of duty, as a member of a School Board, and he is obviously a man who, quite apart from his own having been punished, takes an interest in the welfare of the children. In one respect I think he was right. I do think that when the defendant tried to get a resolution passed as to corporal punishment being administered by the head teacher alone, carried out in its integrity, he was doing a thing for the interests of both children and teachers, and I do not suppose that any man will for a moment believe that you can conduct a large school of this sort without having resort to a course of corporal punishment. Good sense will concur in the view that corporal punishment must be administered; but it should be administered gravely and deliberately, and by far the greater punishment should be left in the hands of the head teacher, and never delegated to the assistants. I hope the result of this case will be that that rule will be acted on strictly in this school, and I hope the punishments will be entered up in the log book. I hope one more thing, and that is that the result of this trial will be that the plaintiff and the defendant will be good friends and work together. We see there has been a disposition to do so on the part of both of them. When the question of the head master's increase of salary came up, the defendant showed at that time, at all events, that he was absolutely free from any ill-will against the plaintiff, because he supported the motion."

—The formation of a Dominion Association of Teachers is a movement of the greatest interest to Canadian educationists. There are many questions of an inter-provincial character which can be discussed by the members of such an Association in the light of experience gained in different sections of the country, and, with the success of the National Association of the neighboring republic before them, the Provisional Council cannot but enter upon their work with hope. The question will, no doubt, come up for further consideration at the Teachers' Convention in October.

—The remote Newfoundland is moving in a direction which the Province of Quebec has been finding out to be the right direction. A Bill has been passed authorizing the Government to spend \$15,000 for the improvement of the schools, and the Colonial Secretary, in addressing the Legislature, said that the greatest amount of good to be derived from this grant would be the raising of the teachers' salaries. The schools there, as

elsewhere, have suffered from the moving about of the teachers from place to place, and this can only be remedied, it is said, by making the various positions of more value. We trust the Government of Quebec have it in mind to follow the example of Newfoundland, in increasing the subsidy for our elementary schools.

—On account of the various reports we have had to make space for this month, other matter has had to lie over. In the meantime we subjoin among our *Current Events* the report of the meeting of the Executive Council of the Provincial Association, in reference to the coming Convention.

### **Current Events.**

—Subjoined is to be found the programme of the Annual Convention of the Provincial Association of Protestant Teachers, to be held in the McGill Normal School, Montreal, on the 22nd, 23rd and 24th of October next, and the indications, so far, point to a very successful gathering.

On the WEDNESDAY EVENING, previous to the Convention, there will be a meeting of the Executive Committee, in the Normal School, at eight o'clock.

On THURSDAY MORNING, from 10 to 12 a.m., the following is the programme:—*Organization*, Reports of (1) Executive Committee, (2) Treasurer, (3) Curator, (4) Pension Commissioners, (5) Representative on Protestant Committee, (6) Committee on Canadian History, (7) Committee on Text-Books, (8) Committee on A. A. Examinations, (9) Committee on Examination of Elementary Schools, (10) Committee on distribution of Grants. N.B.—The reports of the above Officers and Committees must be in writing, and cannot be allowed to exceed five minutes each, except by permission of the Executive Committee.

On THURSDAY AFTERNOON, from 2 to 5 p.m., the routine business is to occupy fifteen minutes, when the following items will be attended to:—"Professional training of Teachers," R. J. Hewton, M.A.; "Efficiency of our Elementary Schools," E. A. Dyer, Esq., M.P., W. H. Lambly, Esq. Discussion.

On THURSDAY EVENING, beginning at 8 p.m., the following programme will be carried out:—The President's Address, Rev. E. I. Rexford, B.A.; Address, Wm. Crocket, Esq., M.A., Morrin College, late Superintendent of Education, New Brunswick; Music and Readings.

On FRIDAY MORNING, from 9 to 12 a.m., routine business will again engage the attention of the Convention for fifteen

minutes, after which the election of Officers will take place. Dr. Robins will read a paper on the "Study of Form," and the Rev. T. Z. LeFebvre, will read a paper on "Hints in Teaching French."

On FRIDAY AFTERNOON, from 2 to 5 p.m., the following is the programme:—"How to Teach Physiology and Hygiene in School," Dr. T. Wesley Mills, M.A.; "Physical Education," W. A. Kneeland, B.C.L.; "Elementary School Work."

On FRIDAY EVENING, there will be a *Conversazione*, when an address of welcome will be read to the delegates from other Associations, from whom, in turn, addresses are expected. The meeting will be enlivened with music, readings, etc.

On SATURDAY MORNING, from 9 to 12 a.m., the following is the programme:—Paper on "Our Academies," by Dr. Harper; paper on "Teaching Staff of Superior Schools," G. W. Parmelee, M.A.; and a paper on "School Libraries," J. W. Alexander, B.A.

The following notices have been affixed to the Official Programme, which ought to be carefully considered by those proposing to attend the Convention:—(1) The railroads will allow the usual reduction of one-third fare for the return trip, to all attending this Convention. To secure this reduction, members, on purchasing railway tickets, must get a certificate, signed by the Railway Agent at the starting point. Purchase a first-class, full-fare, one way ticket, and obtain a certificate for purchase from the Agent. These certificates are supplied free by all Ticket Agents, but to secure them you should be at the station at least ten minutes before the train is due to leave. (2) Teachers on reaching the city, must report themselves at the Normal School, where, after registering, they will be received by the Hospitality Committee. (3) The Hospitality Committee offers no free entertainment this year, but has made arrangements, by means of which all registered lady members of the Association can obtain good board and lodging in the vicinity of the Normal School for fifty cents a day. Billets at the above rate for ladies, and at \$1.00 for gentlemen, can be procured beforehand, by writing to the Secretary, or by applying at the McGill Normal School, on arrival in Montreal. (4) By order of the Executive Committee, none but registered members will be recognized as attending the Convention, or be allowed to occupy members' seats, or otherwise to take part in the proceedings. (5) Members can register their names with the Treasurer, at the Normal School, at any time during the days when the Convention is in session. For further particulars,

application may be made to Mr. E. W. Arthy, High School, Montreal, from whom a copy of the full Official Programme may also be obtained.

—Educational changes do not seem to come singly, for while our own province has seen the movement that has led to the appointment of a new Rector of the Montreal High School, and a new Secretary of the Department; New Brunswick has had a new Superintendent of Education, while Nova Scotia has lost its present incumbent of the Superintendency. In McGill University, the new staff of professors enter upon their duties under the most auspicious circumstances, and it is said that the re-arrangement of school and college affairs in Bishop's College is looked forward to as an advancement for all; Stanstead College has been able this year to enter upon its third session under Principal McHummond, with full expectation of an improved record; St. Francis College, is not likely to suffer from the bit of breeze that has blown over its affairs, while Morrin College expects a larger Freshmen class than usual, with its other classes undiminished in numbers.

—We expected to issue the usual directory of the teachers of our Superior Schools this month but though the Principals were asked to furnish us with the details, by return of mail, on the 1st of September, the list is still incomplete. Of the changes so far, we can speak of Mr. Solandt's appointment to the Principalship of Aylmer Academy, Mr. Hopkins to Beebe Plain, Miss Mackenzie to Bryson, Mr. D. M. Gilmour to Hemmingford, Mr. Moore to Inverness Academy, Miss Melrose to Leeds, Mr. McCutcheon to Magog, Miss Goodfellow to Ormstown, Mr. Ryan to Portage du Fort, and Miss Coffing to Warden. Later, we have been informed of Miss Cole's appointment to Farnham, Miss Goodfellow's to Ormstown, Mr. Ryan to Portage du Fort, and Mr. James Bennie's to Shawville.

—We have been favoured with a look at a very ingenious little machine for the use of students in logic, which will no doubt lead to the necessary certainty in testing the validity of syllogisms. The machine has been invented by the Rev. Professor Macadam, of Morrin College, Quebec. After the student has ascertained the symbolical letters, designating the quantity and quality of the three propositions in any syllogism, and has adjusted the instrument accordingly, it will exhibit the correctness or incorrectness of the syllogism in question, in all the possible moods and figures. The invention is a development and mechanical application of a method successfully adopted by Prof. Macadam, in his lectures to the students of Morrin College.

—The *Montreal Star*, at the beginning of the month, had an excellent article on what it is pleased to call the “New McGill.” In this article it refers to the New Education as an education that is likely to be of service to the coming man in Canada :— “ Much might be said concerning the resources of Canada, in field, forest and mine, which are to be developed with new skill by men trained at McGill as Canadians have never hitherto been trained. While these special gifts of nature to our country will be steadily kept in view by the teachers of McGill, Canada’s chief resources, on which all others depend for their value, consists in its youth, from among whom the best should find their way to the University. Upon their aptitude, invention, initiative and executive ability, joined to the sterling character of young Canada, rests the future of our country. Munificence, directed by the soundest judgment, has done its part. It now remains with the teachers of the Dominion, with Canada’s educational system as a whole, to sift out from the schools such youths as can enter McGill’s new departments with most promise. The highest forms of talent and faculty are very rare, but they attest themselves unmistakably. Method is fast taking the place of hap-hazard ways of doing things. On the quality of a comparatively few leaders in science and art, as in manufacture and trade, rests the future of Canada. Are not these men worth looking for, or must we wait in the old way for chance to cast a few of them to the surface, or for the indomitable energy of a few more to give them at last a place fairly high, perhaps, but far lower than would be theirs with timely, intelligent recognition? In the citizenship of the United States, less than one per cent. are graduates of universities, and yet, a handful as they are, they fill three-fifths of the foremost positions in the land! Well will it be with Canada when, in Huxley’s phrase, the ladder of education rests with its foot in the gutter, every rung free for ascent to the university at the top.”

### **Practical Hints and Examination Papers.**

—Intelligence, faith, co-operation, unity, sympathy—these are rungs in the Jacob’s ladder of our life and work upon which the angels travel, bringing glad tidings and unspeakable gifts to man. These are more than mere per cents, of money value in business, they are an imperishable, everlasting possession. This is the reward of the teacher, of the editor, of the *real* worker in the world. Money is good, is necessary, with which to pay bills as a means to an end.

—The power to think for one’s self has too little standing in the school, and we do not insist enough upon the appreciation of the

worth of school work. Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object lessons and illustrate all things. To make education amusing, an easy road without toil, is to train up a race of men and women who will shun what is displeasing to them. But there is no substitute for hard work in school if we are to have a properly trained people; we must teach the value of work and overcome the indifference of ignorance.—*Century*.

—A boy wrote the following essay on "Boots"—"First the boots would be made of leather, which would come from the backs, which have been roaming about America, Africa, England, or some other foreign country, and it is shot by the Americans or the Africans. The skin is carelessly taken off and put down a pit on a bark to be tanned. It is then sticked together with thread and soled to the cobbler who sells it in his window to byers. When the holes ware in them they are taken back to the cobblers, who soals them for us by paying half a crown for men's, and one and six for women's boots. It is a good thing to be a postman, as he gets his boots for nothing, as well as a pair of clothes if he stops at the job."

—"We are not quite sure," says the *Schoolmaster*, to what Canon Kelly referred when he said that examination by sample 'induced an amount of uncertainty.' For a labor certificate it will be necessary to have individual examination, so long as the certificate is granted only to those able to pass a specified examination. In such cases examination by sample would induce 'an amount of uncertainty.' But Canon Kelly must know perfectly well that, in order to express an opinion on a school as a whole, and as to the efficiency with which the work of the school is being carried on, a sample examination is no more likely to lead to uncertainty than individual examination. An experienced inspector would gather a juster idea of the school and its work by spending a day in the school when it is at its ordinary work than from an examination of any kind, by sample or otherwise."

—A Scotch contemporary is responsible for the following:—A laborer at the Dundee harbor lately told his wife, on awakening, a curious dream he had during the night. He dreamed that he saw coming toward him, in order, four rats. The first was one very fat, and was followed by two lean rats, the rear rat being blind. The dreamer was greatly perplexed as to what evil might follow, as it has been understood that to dream of rats denotes coming calamity. He appealed to his wife concerning this, but she, poor woman, could not help him. His son, a sharp lad, hearing his father tell the story, volunteered to be the interpreter. "The fat rat," he said, "is the man who keeps the public house that ye gang till sae often, and the twa lean anes are me and my mither, and the blind ane is yourself, father."

—There is an evil under the sun. It is the two-session primary school with the one-session children. It is the two teachers' work

with the one teacher's salary. It is the city which can afford water-works, and electric lights, and fourth of July celebrations and high-school buildings, and—and—anything except airy, comfortable rooms for wee ones and women to preside over them who have the divine light of rest in their eyes and the inspiration of peace.

—The Supreme Council of Hygiene of Austria has been engaged in discussing the advantages of erect as compared with slanting writing, and the official report of Drs. von Reuss and Lorenz points strongly in favor of the former. They point out that the direction of the written characters has a marked influence on the position of the body. In "straight" writing the scholar faces his work and is spared the twist of the body and neck, which is always observable in those who write slantwise, and one common cause of spinal curvature is thus obviated. The erect method is, therefore, expressly recommended for use in schools in preference to the ordinary sloping lines.

### Correspondence, etc.

*Editor of EDUCATIONAL RECORD.*

SIR,—Though I notice the Pension Act has been omitted in the advertised programme of the approaching Teachers' Convention, I hope it will not again be "burked." As I am not clever enough to take the floor in the Convention, I beg leave to take this mode of expressing my opinion of what is to many of us the "burning" question, by saying that I felt deeply grateful to Mr. Gilman for so ably and generously taking up the cudgels for the great body of elementary female teachers at the last Convention. I think I voice the feeling of nearly all of them by endorsing every word that gentleman, and some others who followed him, said as to the uselessness of the present Act as a provision for the old age of elementary teachers with small salaries, who, like myself, have grown gray in the service of education. Allow me to say that I mean no disparagement of the highly-esteemed administrators of the pension fund, by finding fault with the provisions of the Act; I voted for it through respect for their opinion, but that feeling is not strong enough to make me still support a measure so little to the advantage of myself and elementary teachers in this Province. Permit me to instance my own case. I have taught some sixteen years for salaries varying from ten to twenty dollars per month; it is seldom I reach the latter. I can only live with economy on my average salary, and could not, on less than twenty dollars per month, make any provision for the future. Having taught nearly four hundred young Canadians, and roamed professionally from Pontiac almost to Gaspé, I hope you will pardon my vanity if I say that I have done more for my country than some of our politicians. Considering the thousands of teachers who remain in the profession only a few years, and who, while contributing to the pension fund, draw nothing from it, it is surprising if no better

provision can be made for the few women who make elementary teaching their life-work than the paltry sum of forty dollars per year. It will pay their doctors' bills, perhaps, but, unfortunately, there is little nutriment in medicine. I would suggest that our Government provide a workhouse for superannuated female teachers, taxing high-salaried teachers and school inspectors for its support. Another suggestion I beg leave to make is that women be eligible for the office of school inspector. It would be a comfortable berth for some of us that have been too long on starvation salaries.

I remain, Sir,

Yours truly,

ELEMENTARY FEMALE TEACHER.

QUEBEC, P. Q., Sept. 12, 1891.

G. S. M.—The pupils who pass A.A. pass in grade III. Academy, hence those preparing pupils in that grade should have in their possession a syllabus of the examination, which they can obtain by application at McGill University or at the Department.

*Teacher*—Your suggestion is certainly an excellent one: if you send a clipping now and again, which will be of like service to the teachers of Quebec, we shall be only too glad to insert it. We have to hold over your communication for another month.

### Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

Quebec, 18th September, 1891.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

PRESENT:—The Right Reverend James W. Williams, D.D., Lord Bishop of Quebec, in the chair; Sir William Dawson, C.M.G., LL.D., R. W. Heneker, Esq., D.C.L., LL.D.; The Venerable Archdeacon Lindsay, M.A., George L. Masten, Esq., the Reverend W. I. Shaw, LL.D., A. Cameron, Esq., M.D., M.P.P., A. W. Kneeland, Esq., M.A., E. J. Hemming, Esq., D.C.L., the Reverend Dr. Cornish, LL.D., Peter McArthur, Esq., R. J. Hewton, Esq., M.A.

The minutes of the previous meeting were read.

Moved by Dr. Shaw, seconded by Mr. Hewton: "That the entry in the minutes of the last meeting concerning the appointment of a successor to Professor Parmelee be so amended as to read," Sir William Dawson having stated on behalf of the Normal School Committee that it is desirable to provide a successor to Professor Parmelee in case of his appointment as Secretary of the Department, submitted the name of Dr. Kneeland, of Montreal. The name of Mr. H. H. Curtis, of Montreal, having been also submitted, Sir William Dawson stated that either gentleman would be acceptable

to the Normal School Committee. A ballot having been taken, Dr. Kneeland received, etc." Carried.

The minutes having been thus amended, were confirmed.

The Chairman then read the following resolution, which was unanimously agreed to :—

"The members of the Protestant Committee of Public Instruction desire to record the regret with which they have learned of the death, since they last met, of the Reverend Dr. Weir, who for many years discharged the duty of Secretary to the Committee, and also that of Inspector of Academies, with diligence and efficiency. Since his resignation of these offices, Dr. Weir was an Associate member of the Protestant Committee of the Council of Public Instruction, in which capacity his practical experience in school work, together with his unflagging zeal for the advancement of Education in the Province, has constituted him a valuable and effective member of the Committee, where, for his just and genial character, he has always been held by his co-adjutors in affection and respect."

Moved by Dr. Heneker, seconded by Mr. Masten: "That the Rev. E. I. Rexford be elected Associate Member of the Protestant Committee of Public Instruction, in the room of the late Rev. Dr. Weir."

Mr. Rexford declined the nomination.

Moved in amendment by Dr. Cornish, seconded by Dr. Cameron: "That the question of filling the vacancy be left over for the next meeting of the Committee." Carried on division.

The Secretary submitted the following items for the consideration of the Committee :—

1. From the school at Kinnear's Mills, asking to be placed on the list of schools for examination and inspection.

The Committee agreed to request the Inspector of Superior Schools to inspect the school and report to the Committee.

2. From candidates applying for diplomas, under the regulations of the Committee.

The Committee agreed that the diplomas should be granted upon the production of the necessary certificates.

3. Concerning the resignation of Dr. Howe as Headmaster of the High School, Montreal.

Moved by the Reverend Dr. Cornish, seconded by Sir William Dawson, and resolved: "That on receiving the report of the resignation by Dr. Howe, of the office of Rector of the High School, Montreal, after forty-three years tenure of the same, we desire to place on record our appreciation of the great value of his services to the cause of Education in this Province, and we wish him long enjoyment of the rest he has so well earned."

4. Concerning the Convention of the Provincial Association of Protestant Teachers, to be held in Montreal on the 22nd, 23rd and 24th of October next, and inviting the members of the Protestant Committee to be present. Submitted for the information of the Committee.

Summary of Semi-annual Financial Statement of the McGill Normal and Model Schools, from the 1st of January to 30th of June, 1891.

The McGill Normal Schools and Model Schools in account with the Superintendent of Public Instruction.

1891.		Dr.	
Jan. 1.	To Balance General Bank Account.....	\$	128 53
	“ Balance Savings Bank Account.....		329 16
	“ Amount of Cheques, Normal S. Grant.		7005 29
	“ Model School Fees Received.....		1755 27
			—————\$9218 25
1891.		Cr.	
Jan. 1.	By Normal School Salaries .....	\$	3778 54
	“ Assistant Masters’ Salaries.....		2343 60
	“ Books and Stationery.....		252 81
	“ Light and Fuel.....		174 10
	“ Water Rates.....		19 55
	“ Contingencies .....		702 20
	“ Printing and Advertising.....		57 86
	“ Bursaries.....		1075 00
	“ Balance General Bank Account.....		454 67
	“ Balance Savings Bank Account.....		165 80
	“ Repairs.....		194 12
			—————\$9218 25
To balance down as follows :—			
	General Bank Balance.....		454 67
	Savings Bank Balance.....		165 80
			—————
			\$620 47

6. Application from the McGill Normal School for an increased grant.

Extract from minutes of the McGill Normal School Committee of 2nd September, 1891 :—

Resolved—“ That, in view of the increased expense of heating, attendance, etc., and the importance of providing additional facilities for the study of chemistry, botany, physiology and agriculture, the Committee is of opinion that the sum of at least \$2,000 should be added to the annual grant to the Normal School. That the Chairman and Reverend Dr. Cornish be authorized to lay the matter before the Protestant Committee of the Council of Public Instruction at their next meeting, the Principal to supply whatever statements may be necessary.

(Signed) “ J. W. BRAKENRIDGE,  
“ Acting Secretary.”

Moved by Sir William Dawson, seconded by the Reverend Dr. Cornish, and

Resolved—“ That this Committee desires to submit to the Government the Resolution of the Normal School Committee, with the

respectful request that it should receive the most favorable possible consideration ; and that the Honorable the Superintendent of Education be requested to co-operate in the matter, and also in the request of the Normal School Committee, with reference to the furnishing of the new building."

7. From Mr. A. D. Macquarrie, applying for re-examination as a candidate for the position of School Inspector.

The Secretary was instructed to arrange for an examination of candidates for the position of Inspector of Protestant Schools, to be held in December next, and Mr. George W. Parmelee was appointed a member of the Examining Board, in the place of Mr. Rexford, resigned.

8. From the Department, submitting amendments to the School Law.

The Committee agreed that the changes in the School Law proposed by the Department be referred to the Committee on Legislation ; and that Dr. Hemming be appointed a member of the Sub-committee on Legislation in the place of the late Rev. Dr. Weir.

9. From the Secretary concerning changes in the course of study.

The Committee agreed that, in future, Latin be required for a Model School diploma ; and that in grade III., Academy course, the entire first book of Virgil's *Æneid* be read.

10. From the Secretary concerning the EDUCATIONAL RECORD.

Moved by Dr. Kneeland, seconded by Dr. Hemming, and

Resolved—" That the thanks of the Committee be tendered to the Rev. Mr. Rexford for the valuable services he has rendered in connection with the EDUCATIONAL RECORD ; and that, upon Mr. Rexford's resignation, Mr. Parmelee be requested to assume the management of the RECORD."

11. From the Secretary, submitting a report concerning the Central Board of Examiners.

Moved by Dr. Cornish, seconded by Dr. Shaw, and

Resolved—" That the report be adopted and referred to a committee consisting of Dr. Cornish, Dean Norman and Dr. Kneeland, to recommend action thereon."

12. From the Secretary, resigning his position as Secretary of the Committee, and also his position as Secretary of the Central Board of Examiners.

Moved by Dr. Cornish, seconded by Archdeacon Lindsay, and

Resolved—" That the resignation of the office of Secretary of this Committee, now tendered by Mr. Rexford, be, and hereby is, accepted ; and that Mr. G. W. Parmelee be, and hereby is, appointed Secretary of this Committee, at a salary of two hundred and fifty dollars per annum."

Moved by the Reverend Dr. Shaw, seconded by the Venerable Archdeacon Lindsay, " That we hereby recommend to His Honor the Lieutenant-Governor, that Mr. G. W. Parmelee be appointed Secretary of the Central Board of Examiners, in the place of the Reverend E. I. Rexford, B.A., resigned."—Carried.

The Secretary then submitted the following financial statement, which was received, examined and found correct :—

Quebec, 18th September, 1891.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE.

I.—*Superior Education.*

RECEIPTS.

May 22.	Balance in hand.....	\$3479 28	
Sept. 7.	Interest on M. L. F.....	700 00	
" 16.	Interest on Leg. Grant to 15th April, 1891.....	1259 22	
			<u>\$5438 50</u>

EXPENDITURE.

Payment of Assistant Examiners on examination of Superior Schools....	200 00
	<u>200 00</u>
Balance in hand.....	\$5238 50

II.—*Contingent Fund.*

RECEIPTS.

May 22.	Balance in hand.....	\$ 10 68
June 30.	Unexpended balances deposited at credit of Committee.	577 82
		<u>\$ 588 50</u>

EXPENDITURE.

July 3.	Inspector's salary to 30th June.	\$ 125 00
	Inspector, for travelling exp..	150 00
	Secretary's salary to 30th June	50 00
Aug. 26.	Expenses Central Board.....	140 94
Sept. 18.	" " " .....	38 70
		<u>\$ 504 64</u>
Balance.....		\$ 83 86
Total balance.....		<u>\$5322 36</u>
Cheque outstanding.....		38 70
		<u>\$5361 06</u>
Cheque not deposited.....		1259 22

Sept. 17. Bank balance..... \$4101 84

Correct. (Signed) R. W. HENEKER.  
" " WILLIAM SHAW.

## REPORT OF THE COMMITTEE ANENT THE SECRETARY'S ACCOUNTS.

That they have duly examined the accounts of the Secretary to date, and find as follows, viz:—

Balance in hand.....	\$5322 36
Cheque outstanding.....	38 70
	\$5361 06
Cheque not deposited.....	1259 22
	\$4101 84

The balance is found to accord with the Bank Pass-Book.

The Secretary exhibited his books and vouchers, which were handed over to the new Secretary, Mr. Parmelee, who, after verifying the same, will hand a receipt to the Reverend E. I. Rexford.

The whole respectfully submitted.

(Signed) R. W. HENEKER.

“ WILLIAM SHAW.

On motion of Dr. Heneker, seconded by the Rev. Dr. Shaw, the report of the auditors was received and adopted.

Resolved—“That the Chairman and Dean Norman be a committee to prepare a form of certificate for the candidate from the Academies, who has taken the highest number of marks in the A. A. Examination, and issue the same to the person entitled to receive it.”

Moved by Sir William Dawson, seconded by the Rev. Dr. Cornish:

“That the fees for candidates for Associate in Arts be allowed for expenses of A.A. Examiners, under the direction of the Examiners, beginning with the Examination of 1891.”

13. From St. Francis College and Stanstead College, applying for an increase of grants.

Action was deferred until the consideration of the report of Subcommittee on grants.

The Inspector of Superior Schools then appeared before the Committee, and submitted his annual report, which was received and considered.

Dr. Heneker reported on behalf of the sub-committee on the distribution of grants, that the sub-committee think it desirable, in order to indicate the method adopted in determining the relative standing of the different schools and their respective claims to grants of public money, to place on record the following data:—

## FIRST, AS TO EDUCATION.

1. Grand total of marks.
2. Averages of the percentages per grade.

3. Percentage of those enrolled, who presented themselves for examination.

4. Percentage of passes, reckoned upon those who presented themselves for examination.

5. Average number of pupils who passed in Algebra, Geometry, Latin, Greek and French.

The above determines the claims to the ordinary grant and bonus.

#### SECOND, AS TO EQUIPMENT.

The amount is determined by the aggregate of marks given by the Inspector, for building, furniture, apparatus, grounds, specimens, neatness of examination papers, salaries, efficiency of teaching staff, etc.

Dr. Heneker also reported, that the sub-committee of the distribution of grants had passed the whole of the previous day in examining the tabulated results of the written examinations of the Academies and Model Schools, and the reports on school appliances, etc.

After careful examination and comparison of results, the sub-committee recommends that the Marriage License Fees and the Superior Education Funds, amounting to \$19034, be distributed according to the lists submitted.

It was also recommended : (1) that in view of the claims of the Stanstead Wesleyan College as presented in the memorial of the trustees, a special grant of \$800 be made to it this year, and that a sub-committee be appointed to take into consideration the whole question of grants to Colleges ; (2) that it is not expedient to grant the prayer of the memorial from St. Francis College, asking for an increase of grant ; (3) that the grants to Inverness Academy and to Leeds and Ormstown Model Schools be retained until these institutions should have conformed to the regulations respecting superior schools ; and (4) that a special grant of \$100 be made to Haldimand, New Richmond, and Paspébiac, respectively, and a grant of \$50 to Coulonge, Gould, Rawdon, and St. Sylvestre, as special Model Schools.

The attention of the sub-committee having been drawn by the Inspector to the fact, that, in some instances there were indications of copying, it is therefore recommended, that, in the case of one Academy where there were clear evidences of collusion, the bonus that would otherwise have been given to it be withheld, and that stringent measures be taken to avoid any such discreditable action in the future.

Moved by Mr. R. J. Hewton, seconded by Mr. G. L. Masten, and Resolved—"That the grant to Stanstead Wesleyan College, as a special school, be the same as last year ; and that the extra four hundred dollars recommended by the sub-committee be granted it for the present year, as a College.

The Committee agreed that the grants to Inverness Academy, Leeds Model School, and Ormstown Model School, be paid only

when these institutions fulfil the conditions prescribed by regulations of this Committee, and that the grant to St. Andrews be paid upon a favorable report from the Inspector of Superior Schools.

Moved by Dr. Kueceland, seconded by Dr. Shaw :

“That the report of the Sub-committee on Grants, as amended, be adopted, the list of grants to read as follows :—(Carried.)

I. UNIVERSITIES AND COLLEGES.

I. *From Marriage License Fees :*

McGill University.....	\$2500
University of Bishop's College.....	1250
Morrin College.....	1250
	—————\$ 5000

I. *From Superior Education Fund :*

McGill University.....	\$1650
University of Bishop's College.....	1000
Morrin College.....	500
St. Francis College.....	1000
Stanstead Wesleyan College.....	400
	—————\$ 4550

ACADEMIES.

	ACAD. GRANTS.	BONUS.	Eq. GR.	TOTAL.
Huntingdon.....	\$200	\$250	\$34	\$ 484
Coaticooke.....	200	200	35	435
Lachute.....	200	200	29	429
Sherbrooke.....	200	200	35	435
Waterloo.....	200	150	28	378
Bedford.....	200	100	33	333
Aylmer.....	200		29	229
Clarenceville.....	200		29	229
Cowansville.....	200		26	226
Danville.....	200		32	232
Granby.....	200		32	232
Inverness.....	200		29	229
Knowlton.....	200		33	233
Shawville.....	200		27	227
St. Johns.....	200		33	233
Cote St. Antoine.....	150		35	185
				—————\$ 4749

SPECIAL SCHOOLS.

Stanstead Wesleyan College.....	\$400 00
Girls' High School, Montreal.....	200 00
Girls' High School, Quebec.....	200 00
Compton Ladies' College.....	200 00
	—————\$ 1000

## MODEL SCHOOLS.

	GRANT.	BONUS.	Eq. Gr.	TOTAL.
Cookshire .....	\$ 50 00 ..	\$150 00 ..	\$32 00 ..	\$232 00
Sutton .....	50 00 ..	150 00 ..	31 00 ..	231 00
Lennoxville.....	50 00 ..	100 00 ..	29 00 ..	179 00
Ormstown .....	50 00 ..	75 00 ..	22 00 ..	147 00
Hull. ....	50 00 ..	50 00 ..	32 00 ..	132 00
Dunham.....	50 00 ..	25 00 ..	27 00 ..	102 00
Frelighsburg ....	50 00 ..	25 00 ..	32 00 ..	107 00
Lachine.....	50 00 ..	25 00 ..	33 00 ..	108 00
Mansonville.....	50 00 ..	25 00 ..	33 00 ..	108 00
Stanbridge East...	50 00 ..	25 00 ..	23 00 ..	98 00
Waterville.....	50 00 ..	25 00 ..	34 00 ..	109 00
Berthier.....	50 00 ..	.....	34 00 ..	84 00
Bolton Centre.....	50 00 ..	.....	.....	50 00
Bryson.....	50 00 ..	.....	.....	50 00
Bury.....	50 00 ..	.....	22 00 ..	72 00
Clarendon .....	50 00 ..	.....	25 00 ..	75 00
Como.....	50 00 ..	.....	19 00 ..	69 00
Farnham.....	50 00 ..	.....	29 00 ..	79 00
Hatley.....	50 00 ..	.....	29 00 ..	79 00
Hemmingford.....	50 00 ..	.....	23 00 ..	73 00
Lacolle.....	30 00 ..	.....	22 00 ..	72 00
Leeds.....	50 00 ..	.....	.....	50 00
Magog.....	50 00 ..	.....	27 00 ..	77 00
Marbleton .....	50 00 ..	.....	29 00 ..	79 00
Mystic.....	50 00 ..	.....	27 00 ..	77 00
Portage du Fort..	50 00 ..	.....	27 00 ..	77 00
Richmond .....	50 00 ..	.....	27 00 ..	77 00
Sorel .....	50 00 ..	.....	33 00 ..	83 00
St. Andrews.....	50 00 ..	.....	.....	50 00
St. Lambert.....	50 00 ..	.....	31 00 ..	81 00
Ulverton.....	50 00 ..	.....	19 00 ..	69 00
Warden .....	50 00 ..	.....	19 00 ..	69 00
Windsor Mills....	50 00 ..	.....	24 00 ..	74 00
Three Rivers.....	100 00 ..	.....	.....	100 00

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 \$ 3212

## SPECIAL SCHOOLS.

Haldimand.....	.....	.....	.....	\$100 00
New Richmond...	.....	.....	.....	100 00
Paspebiac .....	.....	.....	.....	100 00
Coulonge.....	.....	.....	.....	50 00
Gould.....	.....	.....	.....	50 00
Rawdon.....	.....	.....	.....	75 00
St. Sylvestre....	.....	.....	.....	50 00

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 \$ 525

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 \$19034

It will be noticed that this exceeds the appropriation of last year, which was \$17,308, notwithstanding that the proceeds of the Marriage License fees fall off about \$1,000. The difference is made up by appropriating a portion of the interest accrued on the Jesuits' Estates Legislative Grant.

On motion of Dr. Hemming, seconded by the Venerable Archdeacon Lindsay, it was

Resolved—"That Sir William Dawson, Dr. Heneker, Dr. Shaw, Dean Norman, G. L. Masten, and the mover and seconder, be a Sub-Committee to consider and report upon the status of affiliated Colleges and Special Schools, with their relation to the Committee, and on the principle on which grants should be distributed.

Sub-Committees on Legislation, Contingencies, Agriculture, and Text-Books, reported progress and asked leave to sit again.

Sir William Dawson submitted a report from the Normal School Committee, in reference to clause four of the report of the Sub-Committee on Elementary Schools.

Moved by Sir William Dawson, seconded by Dr. Heneker, and

Resolved—"That the above report be received and printed, and circulated for the information of members, and be taken up for consideration at the next meeting."

There being no further business, the Committee adjourned until Friday, November the 20th, or earlier, on the call of the Chairman.

E. I. REXFORD,  
*Secretary.*

## UNIVERSITY SCHOOL EXAMINATIONS, 1891.

### ANNUAL REPORT OF THE BOARD OF EXAMINERS.

As a preface to special reports which deal with various subjects of the examination, it may be well to touch on the stage of development to which the examination has been brought, and to indicate lines of expansion which the Board has laid down for future endeavour.

The examination report for any year seems very much like its fellows. There are the tables of averages and per-centages, the tables of passed and failed, the set vocabulary and the set phrase. But those observers who from interest or duty, watch the results of examination-work from year to year, can detect important differences which escape the casual glance. If the examination is an honest one, its value becomes recognised more and more. If the men who direct it are alive to educational defects and tendencies, weak points are commented on and strengthened, new subjects are introduced, and improvements in method are suggested. Ten or twelve years ago, an observer must have marked

how limited was its scope and how detached the examination seemed to be from the general educational life of the province. The number of candidates was about sixty, and these came from Montreal schools, almost without exception; nor did the number vary much until quite recently. Then the first of two important steps was taken—the examination was made a part of the provincial scholastic system. The result is that 410 candidates in all have been examined this year; 199 for the certificate of Associate in Arts, 103 for the Preliminary, and 58 for Matriculation into the various Faculties of the Universities of McGill and Bishop's College. It is impossible to over-estimate the good which will flow from a change like this. The Universities stand in their proper relation to the schools, and can now become effective instruments where their power was once unfelt. Formerly, too, the Preliminary and the Optional examinations had to be taken at the same time. It was wisely determined a year ago that the Preliminary examination might be taken one year before the optional was attempted. This change will raise the quality of the work in both, since it will afford better opportunities for grounding in essentials. Accordingly, teachers should be cautioned against imagining that the separation will reduce the Preliminary to a mere form, inasmuch as the contrary will be found to be the case. Further, it is hoped that the co-operation of the Inspector of Superior Schools with the university examiners will increase the effectiveness of the preliminary examination, as a whole.

The second step which has been alluded to above, is the establishment of an advanced examination. This was done in order to meet the demands of some of the better schools in the province. What the results of this advanced examination will be, it is impossible to conjecture. But one thing seems perfectly clear, namely, that its standard will for some time prevent all but a very few from attempting it successfully, and the examiners believe that the ambition both of masters and of pupils would be profitably satisfied in the attainment of really good places in the present optional examination. At the same time, the advanced examination will serve as a goal towards which the efforts of the best schools may be directed, when they feel themselves to be more than masters of the work hitherto demanded for the Associate in Arts.

#### SPECIAL REPORTS.

*Dictation.*—The results in this subject, as far as the spelling is concerned, were very good, only 18 candidates failing to satisfy

the examiner. The punctuation was very erratic, the general tendency being to over-punctuate. A number of candidates seemed to imagine that they must put a stop of some kind at the end of every few words, while in other cases there was hardly any fault to be found in this particular, even when the spelling was not very good. This seems to point to a difference in the style in which the extract was read the last time. The examiner thinks that in the instructions it should be stated that no candidate will be allowed to make a fair copy of his paper, as one candidate very nearly failed through doing this, for he had not time to complete his copy. The candidates should also be warned about their writing by all deputy examiners, as an *i* not dotted in such a word as *division* leaves the examiner in doubt whether an *e* or an *i* is intended, *de*vision being quite a common mistake. The writing in a few papers was scarcely legible.

*Preliminary Grammar.*—An improvement on the work of former years is manifested, but weak points alluded to in previous reports remain weak still. The area of the weakness, however, is undoubtedly becoming less, and schools in which analysis seemed to be a thing of caprice and parsing mere guess-work, except in regard to the simplest words, have acquitted themselves with credit in answering questions that the examiners could not conscientiously have set ten years ago. What was said in the last report, with reference more particularly to the country schools, may be said again: "The analysis is often fortuitous and quite superficial or wrong. The parsing is generally fair, but at times there is evidence of lamentable weakness." For example, verbs are parsed as governing their subjects in the nominative case. The word *that*, used as a conjunction is parsed as a relative pronoun time and again, and in the phrase *trembling for fear of the lions*, *for* is called a conjunction more than once, nor is the examiner surprised when *fear* is called a verb by the same pupil. Mistakes of the first magnitude like these, point to simple thoughtlessness, and this thoughtlessness is the outcome of want of practice. It is enough, apparently, that *that* and *for* and *fear* have been seen in grammar-lists of pronouns and conjunctions and verbs. Still, it is not so much to parsing as to analysis that the attention of the weaker schools must be drawn. In regard to this subject, the candidates divide themselves into four classes. The first consists of those who are utterly unable to distinguish between a simple and a complex sentence; the second, of those who can discern a dependent clause but can say of it no more than that it is dependent; the

third, of those who know the names of the various kinds of dependent clauses, but cannot tell to what kind the dependent clause which is given belongs, and the fourth, of those who have grasped the main principles of analysis and who, accordingly, find no trouble whatever in dealing with the straightforward sentence which they are asked to analyse. The first and second classes ought not to appear at all, and the third only in limited measure. But so long as devices, not in themselves absolutely worthless, but worthless in relation to what is proposed, take the place of sound teaching, the shortcomings which have just been mentioned will exist. There is no royal road to correct analysis which can be trodden in a few minutes, and the resolution of sentences into tree-like diagrams, without comment, which show little or nothing more than such interdependence of words as parsing is meant to show, had better be abandoned for the learning of the proper nomenclature and the application thereof. Another device, convenient when difficulties have to be shirked, but of no examinational value whatever, is to join together in a mass under one head, words, phrases and clauses which ought to be kept separate. The equivalent in parsing of such a proceeding is to say that *lions* is in the objective case governed by *trembling-for-fear-of-the*. Attention is directed to a scheme for analysis which will be found in a note in the new regulations. To many schools the note will appear superfluous; in the case of others it cannot be dispensed with. Before the present feature of this somewhat lengthy report is dismissed, the examiner would once more remind those whose other work is frequently excellent, to the fact that the verb *to be* is never a transitive verb. In conclusion, the examiner must speak in terms of praise regarding the analysis of the Montreal High School, the High School for Girls at St. John, New Brunswick, Danville Model School, Granby Academy, Huntingdon Academy, Inverness Academy, and Waterloo Academy.

The papers of those who sat for the Preliminary examination only deserve notice, more particularly in the case of the Girls' High School of Montreal. The examiner must heartily congratulate that school on the result of the examination, for, on glancing over his list, he finds that between No. 297 and No. 333—a batch of nearly forty papers—only three candidates show any signs of weakness in the portion of the paper which has formed the main burden of this report. It happens, too, that the Girls' High School is followed by a strong private school in this city, so that this fine record extends to No. 341. The remainder of the Montreal work is, with certain exceptions, weak by comparison.

*Gospels.*—The history of the New Testament, the geography of Palestine, Biblical chronology and Oriental manners and customs have been much better and more generally taught this year than was apparent in last year's papers. The weakest of these points is geography, illustrating how often the localities of events are ignored in the teaching of history. For instance, only five well-known geographical names were to be marked—the River Jordan, Lake Genesaret, Samaria, Nazareth, Caesarea—yet more than half of the schools did little or nothing in answering the questions. As a whole, the papers are remarkably good. Out of the 30 schools examined, 23 have obtained two-thirds or over, and of the remaining 7 schools only one has a little less than half-marks. Out of 259 candidates examined, 195 obtained two-thirds or over, and of the remaining 64 candidates, only 5 have less than half-marks. Amongst many good papers that of 307 is exceptionally excellent, gaining 49 out of 50 marks, and being not only accurate but concise and yet comprehensive, neat and clear, consecutive in the answering, consistent with the form and intent of the questions, and all done on 45 lines of foolscap. All this is largely true also of Nos. 116, 151, 336, 28 and 148; also of 7, 325 and 9, in this order of excellence. These 8 candidates got 48 out of 50 marks; 6 others have 47, 13 have 46, and 10 have 45 marks, making 38 candidates out of 259 who have received 90 per cent. or over. The following is a conspectus of the results of the examination :

## TOTAL MARKS. PUPILS. AVERAGE. RANK.

Granby Academy.....	141....	3....	47....	1
Danville Academy.....	46....	1....	46....	2
Inverness Academy.....	571....	13....	43.9....	3
Lachute Academy.....	258....	6....	43....	5
Three Rivers Academy.....	43....	1....	43....	5
Misses Symmers & Smith's School, Montreal	252....	6....	42....	6
Montreal Girls' High School.....	2084....	51....	40.8....	7
Cookshire Model School.....	484....	12....	40.3....	8
Montreal Boys' High School.....	2808....	70....	40.1....	9
Stanbridge East Model School.....	40....	1....	40....	10
Shawville Academy.....	115....	3....	38.3....	11
Dunham Academy.....	76....	2....	38....	12
Trafalgar Institute, Montreal.....	38....	1....	38....	12
Coaticook Academy.....	113....	3....	37.6....	14
Bedford Academy.....	75....	2....	37.5....	15
Cowansville Academy.....	72....	2....	36....	16
St. John, N.B., (G.H.S.).....	575....	16....	35.9....	17
Portage du Fort Model School.....	141....	4....	35.2....	18

	TOTAL MARKS.	PUPILS.	AVERAGE.	RANK.
Huntingdon Academy.....	340	10	34	19
Quebec High School.....	443	13	34	19
Waterloo Academy.....	34	1	34	19
Clarenceville Academy.....	134	4	33.5	22
Stanstead Wesleyan College.....	134	4	33.5	22
St. John's High School.....	191	6	31.8	24
Aylmer Model School.....	178	6	29.6	25
Mansonville Model School.....	174	6	29	26
Hatley Model School.....	28	1	28	27
Sutton Model School.....	108	4	27	28
Knowlton Academy.....	50	2	25	29
Hull Model School.....	99	4	24.7	30

*Classics.*—The Classical examiners are glad to be able to announce that, while some schools have maintained a creditable position, the Academies as a whole show advance, both in accuracy and in command of English. There is, however, room for improvement, which it is hoped will gradually manifest itself. There have been failures, and these failures are mainly due to the fact that the candidates, in their reading, have covered but a small part of the work required. Nearly one-third of the papers seem to give evidence that grammatical preparation ended with inflexions of nouns, no attempt being made to inflect the verb, or to state clearly any of the fundamental principles which underlie and control grammatical forms. It is really useless for candidates to attempt the examination without a good knowledge of inflexions of verbs and nouns, and of Latin and Greek accidence, and an acquaintance with the leading principles of construction. In some schools, notably the Girls' High School, St. John, New Brunswick, and Stanstead College School, excellent work was done in Latin grammar, not in many cases questions were left unanswered or technical knowledge of a fragmentary character was displayed. Such explanations as "subjunctive of condition," "genitive after cupidus," "ablative of time," etc., are meaningless and no credit can be given for them by an examiner. Then, case relations have been sometimes expressed variously, mostly incorrectly, and plainly demonstrating that the candidate does not comprehend what he or she writes upon the question. Such distinctions can scarcely be apprehended except by those who are really scholars, and the inaccurate use of such formulae is rather misleading to those who employ them, and resembles an attempt to erect a pretentious superstructure upon an insecure foundation. Inasmuch as the curriculum of our Superior Schools attempts to combine

many subjects, a most rigid economy should be practised in instruction, and there should be no squandering of energy by the way-side. It will be found most convenient to teach grammatical principles concretely, that is, in connection with the authors that are read. The examiners do not mean by this statement that the entire author should be used as a *corpus vile* for minute dissection, but that a small portion should be so treated. The examiners venture to suggest that the first ten chapters of Caesar, after the method set forth in Collar's Practical Latin Composition, Part III., would give such an insight into the structure of the Latin sentence as to enable a pupil to read Caesar with an appreciative mind. It is difficult to draw a hard and fast line in the study of elementary Latin between the relatively important and unimportant; and the examiners may refer to Collar's Beginner's Latin Book, now recognized by the Committee of Public Instruction as containing that which may be reasonably expected of ordinary candidates in the shape of grammatical knowledge both of forms and of syntax. The examiners are pleased to report considerable attention displayed by candidates in the accentuation of Greek words and the marking of vocalic quantities in Latin. This important feature of accurate work is highly to be recommended. They would however suggest, to avoid confusion, the marking of long vowels only, the presumption being that all the vowels not so marked are short. The examiners have only to remark further, that 161 Latin papers and 44 Greek papers came before them: that the general appearance of these papers was an improvement upon those of last year, but that the orthography was occasionally faulty, and that the work sent up from the Girls' High School, St. John, N.B., was a model of neatness and good penmanship. While much remains to be done in the future in the matter of correct grammatical knowledge, the examiners gladly admit that their labours are well compensated for by the fact that the standard of public education is being gradually but surely raised, and they trust that the advice which they tender will be received in as kindly a spirit as that in which they offer it.

*French.*—The result of the examination in French may be looked upon as satisfactory. About four-fifths of the candidates have passed, two of them with 103 marks out of 120, and many with more than two-thirds of that number. The reading at Montreal was generally quite intelligible and in three or four cases excellent. The translation from French into English was good; in a few instances it was almost perfect. The dictation is the weak point. It was a failure this year, with a few

exceptions. It may be that the fault is to be found in the style of Montesquieu ; but it may lie also in a deficient training of the ear of the pupils.

*German.*—The results of the examination in German were most satisfactory, and few failures are reported. The translations from English into German deserve a special mention and indicate thorough preparation. Although the German script was generally employed, yet the writing was, for the most part, neat and legible, and in some instances a genuine pleasure to read. It is a matter of surprise and regret that but one school reports candidates in German, a knowledge of which is so important to the student of the present day.

*Mathematics.*—The answering throughout compares favourably with that of former years. Leaving out of account a few schools, in which it is plain that very little attempt was made to so grade the pupils as to show uniform results, the marks indicate that in most cases a conscientious attempt has been made to prepare the candidate in accordance with the probable demands of the examiners. The Inverness Academy, the Montreal High School for Boys, the Girls' High School of St. John, N.B., and the Bedford Academy deserve special mention for general excellence in their mathematical work. In the geometry paper an attempt was made to ascertain whether the teaching had gone beyond the explanation of difficulties in the text, and to what extent the originality and self-reliance of the pupils had been stimulated by easy deductions and the consideration of special or limiting cases. The result was in most cases unsatisfactory, and in this respect it is hoped that improvement will be shown in the next examination. The percentage of failures was about the same as in 1890. In the last report, attention was called to the weakness of the algebra. This year the examiners are glad to notice considerable improvement, inasmuch as the number of failures is only about half that recorded in 1890. It will be seen from the new regulations for these examinations, that more ground will be covered in the algebra paper next year, the new standard being about the same as that of similar examinations elsewhere. The present examinations show that most of the schools will be prepared for this advance. In trigonometry, although there is a falling off in numbers, the answering in some cases was excellent. To the Inverness Academy belongs the credit for the highest positions. As this subject will after this year be required for applied science matriculation, it will be necessary to give it special attention in certain schools. In natural philosophy the answering was

more unequal. Coaticook sent two excellent papers and Waterloo one; but in this whole examination about one-third failed. A text-book will be prescribed for next year, and this will probably give more stability to the examination and perhaps lead more schools to take up the subject. Perhaps the most noteworthy impression left by the reading of the mathematical answers, is that several of the country Academies are fast gaining on the best of the city schools, and that extremely poor papers may be sent from a large city school as well as from an obscure Model School in the country.

*Optional Geography.*—All the questions in this subject were well answered by candidates from one or more schools. To question 1, good answers were received from Inverness Academy, Stanstead Wesleyan College, and Montreal High School. Question 2 was not fully answered by any one, but the best answers came from Inverness. Question 3 was not generally attempted, and the answers were generally poor, but the Girls' High School, St. John, N.B., sent in some capital answers. The same school, together with Inverness and Montreal High School, sent in the best answers to question 4. This seemed a general favourite and was fairly answered throughout the schools. Question 5 was also fairly answered, but several candidates lost marks by careless reading of the question, giving the countries bordering on each ocean instead of each sea. In question 6, only one candidate showed any knowledge of the position of Matabele Land, and Manipur was put in out of the way places. Kilima Njaro was sometimes taken as two separate names. The last part of the paper, dealing entirely with Canada, was not so well answered as might have been expected, the maps being in many cases such as to give the impression that the account of the St. Lawrence had been learned from a text-book and without regard to a map. Some of the maps, however, were neat and accurate, very good ones being received from St. John, N.B. (G.H.S.), High School, Montreal, Huntingdon and Inverness Academies. It would be well to draw the attention of teachers to the importance of the teaching from the map, and giving candidates frequent exercises in map-drawing.

*Optional History.*—The examination in this subject reveals great differences in the quality of the candidates who sat for it. In framing the paper the examiner kept two objects in view. The first was that those candidates who desired to write connected narrative should have their wants satisfied, and the second, that those who had read the text-books carefully, and

were prepared to answer points of detail, should be enabled to show their strength quickly and effectively. The questions asking for narrative were preferred for the most part, but the answering of these confined itself in large measure to a bare outline, and the filling-in of not unimportant circumstances was neglected. Those who attempted the question bearing on geographical knowledge, prove conclusively that the study of history is confined to the statements of the text-book. This ought not to be. The relation of geography to history is an intimate one, and a most interesting one as well. The configuration of a country, which the will of man is powerless to overcome, determines its historical development. The importance of the possession of a sea-board when the colonial question enters into history, the meaning of the enjoyment of vast water-ways, the isolation due to sharply defined mountain ranges—all these things and the thousand and one details which are to be referred to them, can be appreciated only by constant reference to the map. History no longer becomes a mere record, but takes to itself the qualities of a charm full of variety, ever fascinating, and always leading to laws which are writ large everywhere on the earth. The situation of places chosen by the candidates were more often wrong than right, and as this geographical feature of the examination may be expected to recur in the future, candidates will do well to prepare themselves to face it. Knowledge of Collier's Great Events was conspicuous by its absence. The regulations specify that this knowledge is expected, and hence candidates who did well in the other portions of the paper have failed. The best papers came from the Girls' High School of Montreal, Gould Model School, and the Wesleyan College at Stanstead.

*English Language.*—The examiner is tempted to use the expressive slang of the examination hall, and to commence his report by stating that many of the candidates were having "a shot at a pass." But the regulations have been framed with the object of making such "shots" miss the mark. Knowledge of Trench is essential, and in many cases no knowledge of Trench was shown. Apart from this, questions on advanced grammar were often answered feebly by the candidates to whom reference has just been made, and the inference is naturally drawn that the belief is entertained that the book studied for the Preliminary grammar paper may lead to the haven of success. A request has been made within the last year to substitute English Composition for Trench. The subject of English composition is a most important one and it ought to be recognised, if possible. But why remove Trench? The book lacks method and demands

time to master it, but it never lacks interest. It has awakened in the minds of many of its readers, old and young, an enthusiasm for word-lore which has proved to be the beginning of greater things. The Montreal High School happily continues on its old path, and sends up candidates who show that they are deriving both pleasure and benefit from a little work which the examiner is loath to see removed. From what has been said, it may be gathered that the Montreal High School deserves especial mention. The examiner would add that a pupil of the Trafalgar Institute, Montreal, and pupils of the Girls' High School, St. John, N.B., sent up creditable papers.

*English Literature.*—All the candidates from the Montreal Boys' High School were successful in the examination, and 10 obtained more than two-thirds of the maximum number of marks. No. 20 is the best of all, being nearly perfect in all answers. From the Girls' High School of Montreal, 15 papers were sent up, and of these 9 obtained the mark of distinction, a higher average than that of the boys' school. Other satisfactory answers are obtained from the Trafalgar Institute, from St. John, N.B. (4), Coaticook, Cookshire, Inverness, Sherbrooke Girls' Academy (2). The general average of answering shows intelligence and marks an interest in literature. The marks are generally well distributed over the three sections of the paper.

*Botany.*—It is a pleasure to report that under the new regulations for the study of Botany in the various schools of this province, as carried out during the past year, a very marked improvement is to be noted in the general character of the papers submitted for examination. The pupils show not only a better acquaintance with the subject, but there is also apparent a greater interest in the work. This is especially true in the description of specimens, where the improvement is most marked. Several failures have occurred, and the marks indicate a low standing, when, in several cases it should have been high, because the number of questions answered—four and five—did not conform to requirements. It would be well if teachers were requested to specially instruct their pupils in this point. In a few cases the analysis of specimens seems to indicate that the teachers do not pay sufficient attention to this part of the work, and in one or two instances the character of the papers submitted makes it probable that the present requirements of textbook and plant analysis are not met. The method pursued at the High School of St. John, N.B., of having the pupils make drawings of their plant, is a most commendable one. It trains the eye to close and accurate observation, and impresses facts

upon the memory as simple inspection cannot do. It would therefore be well if teachers elsewhere were to give this serious consideration. The relative standing of the schools in this subject may be stated as follows:—

	RANK.	PUPILS.	AV. PER CENT.	FAILED.
Granby.....	1	2	86	3
Trafalgar Institute, Montreal.....	2	1	75	0
Cowansville.....	3	1	67	0
Bedford.....	3	3	67	0
Inverness.....	3	11	67	0
Waterloo.....	4	2	65	0
Danville.....	5	4	61	0
Girls' High School, Montreal.....	5	14	61	1
Coaticook.....	5	9	61	0
Private Tuition, Montreal.....	6	1	60	0
Sherbrooke Girls' Academy.....	7	3	59	0
Cookshire.....	7	11	59	3
Stanbridge East.....	8	1	57	0
Boys' High School, Montreal.....	9	11	53	2
St. John, N.B., (High School).....	10	14	52	2
Portage du Fort.....	10	4	52	0
Huntingdon.....	11	10	50	1
Lachute.....	12	6	38	0
Dunham.....	13	2	36	0
Sherbrooke Boys' Academy.....	14	3	35	0
Knowlton.....	15	6	33	2
Mansonville.....	16	6	31	3
Clarenceville.....	17	1	28	1
St. John's High School.....	18	7	26	5
Aylmer.....	19	2	24	2
Three Rivers.....	20	2	23	2

Uniformity of instruction is desirable, particularly in the matter of collecting and preserving specimens, and the examiner therefore recommends that for the future, teachers be requested to base their instruction in this respect upon "A guide to the collection and preservation of botanical specimens," by D. P. Penhallow, a little work now being published with a view to meet this particular want. It is also recommended (1) that each pupil collect and properly preserve fifty specimens of plants. These should be native plants. Those obtained from gardens will not be counted; (2) that each teacher, in forwarding the results of the examinations to the examiner at Montreal, also send a properly mounted botanical specimen from the collection of each pupil; (3) that the teacher should, at the same time, forward a statement of the number and character of the plants

collected by each pupil, in accordance with blank forms to be supplied. The returns thus obtained will be valued on the basis of 50 specimens, and the marks thus obtained will be reckoned in the total marks of the subject.

*Drawing.*—In the Boys' High School, Montreal, there is a decided improvement over the work of former years, both in geometrical and freehand drawing. All the candidates (8) have passed. In the Girls' High School, Montreal, there is an improvement in geometrical drawing. The freehand is not quite as well done as in former years, and is much behind the work of the Boys' School. All the candidates (16) have passed, though (7) were very weak in freehand drawing. All the candidates (12) from St. John, N.B., have passed in geometrical drawing, and the school has taken the highest average marks in this subject. No answers were received in freehand drawing. Out of the 43 candidates from the remaining schools in this Province, 10 have obtained one-third of the marks in geometrical, 14 in freehand drawing, and 12 on the paper as a whole. The percentage of failures is, therefore, about the same as last year. The number of successful candidates in freehand drawing would have been very much larger but for the circumstance that in at least three of the centres the candidates used instruments in their drawing. Distinct instructions were given, both to the candidates and to the deputy-examiners, that the use of instruments would not be allowed, and no marks have been given for this portion of the work in the cases referred to. The deputy-examiners, in four out of the eight centres to which models were sent, failed to place the models in accordance with instructions. It has, in these cases, been impossible to mark correctly for the freehand drawing. Although falling short of their duty in this respect, several of the gentlemen referred to have exceeded what was required of them in another way, namely, in providing a copy where the question was intended for memory-work. These facts, together with other circumstances connected with the examinations, show clearly that the work in this subject at some of the local centres in this Province has been very loosely conducted.

*Hygiene and Physiology.*—The papers on hygiene and physiology may be said on the whole to show progress and a useful elementary knowledge of the subject on the part of the greater number of the candidates, and the examiners think that good must result from the teaching given. This would be much aided if the schools could be furnished with plastic models or good wall-diagrams of human physiology.

## TABLE OF GENERAL RESULTS.

	A.A.	JUNIOR.	FAILED.
Boys' High School, Montreal.....	17	1	3
Girls' High School, Montreal.....	8	6	2
Trafalgar Institute, Montreal.....	1	0	0
Private Tuition.....	1	0	0
Quebec High School.....	2	0	1
Girls' High School, St. John, N.B.....	14	1	1
Aylmer Academy.....	3	0	4
Bedford Academy.....	3	0	0
Clarenceville Academy.....	0	1	3
Coaticook Academy.....	7	1	1
Cookshire Model School.....	5	1	7
Cowansville Academy.....	2	1	0
Danville Model School.....	3	0	2
Dunham Model School.....	1	0	1
Gould Model School.....	2	0	0
Granby Academy.....	2	0	0
Hatley Model School.....	0	0	1
Hull Model School.....	0	1	3
Huntingdon Academy.....	10	5	1
Inverness Academy.....	7	1	1
Knowlton Academy.....	6	0	0
Lachute Academy.....	1	2	3
Mansonville Model School.....	0	0	6
Portage du Fort Model School.....	2	0	2
Shawville Academy.....	3	0	1
Sherbrooke Boys' Academy.....	3	0	0
Sherbrooke Girls' Academy.....	3	0	0
Stanbridge East Model School.....	1	0	0
Stanstead Wesleyan College.....	5	1	2
St. John's High School.....	2	0	5
Sutton Model School.....	4	4	0
Three Rivers Academy.....	0	1	1
Waterloo Academy.....	2	0	1
	<hr/>	<hr/>	<hr/>
	120	27	52

## PRELIMINARY EXAMINATION ONLY.

	PASSED.	FAILED.
Montreal High School (Boys').....	28	23
Montreal High School (Girls').....	32	4
Misses Symmers and Smith's School, Montreal.....	6	0
Quebec High School.....	1	9
	<hr/>	<hr/>
	67	36

## MATRICULATION EXAMINATION.

	PASSED,	ARTS. PASSED,	SCIENCE. FAILED.
Almonte, Ont. ....	1	0	1
Brockville, Ont. ....	1	1	0
Carleton Place, Ont. ....	0	0	1
Centreville, N.B. ....	0	1	0
Charlottetown, P.E.I. ....	0	0	1
Durham, Ont. ....	1	1	1
Glencoe, Ont. ....	1	0	0
Kemptville, Ont. ....	1	0	0
Fredericton, N.B. ....	0	1	0
Lachute, Que. ....	0	0	1
Lennoxville, Que. ....	0	0	2
Owen Sound, Ont. ....	1	0	0
Ridgetown, Ont. ....	1	0	0
St. Catharines, Ont. ....	0	1	0
Stratford, Ont. ....	1	0	1
Woodstock, Ont. ....	2	0	1
Toronto. ....	1	0	0
Montreal ....	3	4	14
Berthier ....	0	0	2
Ottawa ....	2	1	2
	18	10	30

In addition 11, who were already Associates in Arts, were examined a second time, 1 from Coaticook, 1 from Granby, 4 from Huntingdon, 4 from Inverness, and 1 from Knowlton.

CHAS. E. MOYSE.

Montreal, June 27th, 1891.

(For the Secretary.)

## REPORT ON THE JUNE EXAMINATIONS, 1891.

Every succeeding year's experience seems to prove the wisdom of holding these annual examinations, as an averaging test of the work done in the respective grades, outside of the oral test at the date of the Inspector's visit; and now that the routine of conducting them has become familiar to pupils, teachers and commissioners, it only remains for the latter, acting in accordance with the suggestion of the Protestant Examination Committee on the late decision of the University School Examination Board, to arrange for the permanence of the deputy-examiners, as far as that is possible. The University Board has decided that no papers shall be sent to a school where no provision has been made for the remuneration of the deputy-examiners. The gentlemen who this year, as in former years, have given of their time gratuitously for the immediate super-

vision of these examinations, are deserving of the highest praise ; yet the difficulty met with in some places, in securing properly qualified persons for the duty, shows more and more the necessity of having permanently appointed deputy-examiners, as in the examination for teachers' diplomas.

To reduce the chance of intercommunication between pupils during the examination, I would recommend that a suggestion of Prof. Chandler should be carried out ; namely, that no two pupils of the same grade should be allowed to sit together, and that a plan of the examination-room, indicating the relative position of all the pupils, individually named on the plan, should be sent in with the other returns.

This year, I took special pains in giving instructions to the teachers and the deputy-examiners, and, but for a serious mistake made by the Express Company in the case of one school, everything passed off satisfactorily. For the information of the teachers who may be anxious to adopt the routine of these annual examinations at the periodical examinations conducted by themselves during the year, I have thought it prudent to insert here the substance of these instructions. The following of such instructions, on all occasions, will be in itself a training to the pupils, and will lessen the chances of making mistakes in the routine of the annual examination, which are sometimes fatal, even when the pupils are fairly well prepared to pass. These instructions are :—

(1). The grade of the pupil, the subject, the name of the school and the name of the pupil should always be written at the head of the paper.

(2). Only the proper size of paper should be used—quarter-sheet of foolscap, with a margin down the left-hand side of about an inch wide.

(3). The number of the question selected for answering should be marked in the margin.

(4). Answers should be separated by missing two lines, or, what is better, each answer should be written on a separate quarter-sheet, where there is not likely to be a serious waste of paper.

(5). The writing should be on one side of the paper only, while the sheets should be fastened together at the upper left-hand corner. There should be no loose sheets.

(6). The papers should be written in the neatest hand-writing, the maps drawn in pencil outline, the drawings sketched on proper drawing-paper, the geometrical figures projected with pencil not less than an inch in dimensions, and the lines used in arithmetic drawn with a straight edge.

(7). A copy of the School Regulations should be on the teacher's desk, while the items of regulation 87 should be read in the presence of the pupils in a manner to impress them with their importance.

(8). All books should be removed from the desks of the pupils before the papers are distributed.

These directions are, of course, covered by some of the sections and sub-sections of the Regulations, but the fact that their issue, with the instructions for the receiving and the returning of the papers, has resulted in the avoidances of the mistakes of former years, indicates the further necessity of keeping them before the pupils at their examinations during the year.

The additional assistance which has been provided by the Protestant Committee for the examining of the papers has enabled me to carry out the suggestion made in my last year's report with respect to the publishing of the results. The teachers had previously asked that the results of examination in grade II. Academy should be published before the closing of the schools for the midsummer holiday. This request was complied with in 1890. This year, however, the results from all the grades were issued before the end of June, and the prospect is that, though one or two mistakes occurred in the making-up of the lists, the same will be done every year. Considering the number of papers, the undertaking involves a heavy task, and only through the perseverance and industry of my associates (the Rev. Mr. Taylor, the Rev. Mr. LeFebvre, Prof. Macadam and Inspector Parker), all teachers of successful experience, has the experiment been so far satisfactory.

While the papers were being examined, all the examiners working together in the Department of Public Instruction, the improved appearance of the written papers was frequently commented upon. Indeed, when this year's papers are compared with those sent in in 1888, the improvement is very gratifying. No less than thirteen of the Academies have received the maximum mark in this connection, while none of the others have taken less than 75 per cent. Nineteen of the Model Schools have likewise taken the maximum mark. The names of the schools that have paid the most praiseworthy attention in this respect are Huntingdon, Knowlton, Lachute, Inverness, Sherbrooke, Coaticook, Stanstead, Bedford, Cote St. Antoine, Compton, Danville, Clarenceville, Three Rivers, Cookshire, Lennoxville, Ormstown, Sutton, Mansonville, Richmond, New Richmond, Uxverton, Stanbridge East, Frelighsburg, Waterville, Bury, Rawdon, Hemmingford, Gould, Sorel, Berthier, Hatley, Magog. Although

one or two of the Model Schools have not yet reached a standard beyond half-mark, the efforts of the larger number that have made 75 per cent. this year, may naturally lead us to expect even a further improvement next year. There can be no doubt that the practice of sending in neat papers is being appreciated by the examiners in the higher grades, and has been spoken of favorably by the Central Board of Examiners.

Last year I tried to make clear the manner in which the tabular statements are calculated. The new regulation about the number of subjects to be taken by each pupil to constitute a pass was adhered to, except in the matter of Latin, which, according to the resolution of the committee, was not ranked as a fatal subject this year. There is a marked increase in the grand total marks in many of the schools, as well as a more striking similarity in the general averages, thus indicating how far the taking of a full course has come into favor. This is further indicated by the high average of the percentages per grade. Of all the schools nine have taken 75 per cent. or over, five of them being Academies and four of them Model Schools. Thirteen of the Academies have taken from 50 to 75 per cent. and thirty of the Model Schools have done the same, while only six of the schools—one Academy and five Model Schools—have taken less than 50 per cent. Last year the total number of pupils presented for examination in the Academies was 675, of whom 476 passed and 199 failed. This year the total number of pupils presented in the Academies was 683, of whom 464 passed and 219 failed. Last year the total number of pupils presented in the Model Schools was 594, of whom 344 passed and 250 failed. This year the total number of pupils presented in the Model Schools was 701, of whom 432 passed and 269 failed. From this statement it may be seen that the numbers brought up for examination in all the superior schools this year are more by 115 than last year.

In considering the branches enumerated in the tabular form, the usual table will indicate at a glance the attention given to these branches :

Total number presented in Latin . . . . .	461 + 183 =	644
Number who failed . . . . .	59 + 18 =	77
Total number presented in Greek . . . . .		45
Number who failed . . . . .		8
Total number presented in French . . . . .	657 + 578 =	1235
Number who failed . . . . .	57 + 68 =	125
Total number presented in Geometry . . . . .	475 + 268 =	743

Number who failed.....	38 + 20 =	58
Total number presented in Algebra.....	626 + 428 =	1054
Number who failed.....	117 + 92 =	209

These subjects have been selected for presentation in this way to show what attention has been paid to the higher branches. It has been suggested that English be added to these next year.

Of the remaining subjects it may be said that the number of failures in *Dictation* was too large, considering the character of the selections in the lower grades. We would advise that greater attention should be given to the requirements in this direction, as well as to the studies under the heading of *English*. In awarding the marks for *Reading*, some of the deputy-examiners had not given any attention to the directions, though in all the awards there was not a failure. In the *English Grammar* papers, evidence was given that more attention is being given to the analysis of sentences in its relationship to composition, though there is still great room for improvement in this respect in the majority of our schools. In parsing, the function of the word should determine its classification, not its shape or appearance, as some of the candidates seemed to think. The new standard in *History* has realized improved results, while the same may be said of the *Geography*, though in the latter there should be more care bestowed on map-drawing. The study of Geography is perhaps the most practical of all school subjects, and should never be persevered in without the use of maps, which the pupils ought to be trained to reproduce for themselves. In a word, no lesson on a country is complete without the filling in of a map of it all but correct in outline. The papers in *Physiology* were on the whole very satisfactory, though some of the answers were of an amusing character, on account of the immaturity of thought exhibited on the practical side of the subject. In regard to *Drawing*, I regret to say that there are still some teachers who have not come to recognize the importance of this subject. Where there was any pretension to previous training, the papers were very satisfactory, much more so than last year; but some of the papers sent in were from pupils who had evidently never been trained to hold a pencil.

In closing this report, I would recommend our teachers to make sure of the programme in all the grades from the beginning of the year and to give the pupils some knowledge of it. The pupils who pass for the ordinary A.A. are recognized as having passed in grade III. Academy, and no teacher should be without a copy of the calendar issued by the University School

Examining Board. This year, I have issued the usual circular of instructions, which I beg to subjoin to this report for the information of the teachers who may desire to refer to it in print.

J. M. HARPER.

### CIRCULAR FOR 1891.

The attention of the teachers of Model Schools and Academies is respectfully directed to the following :

(1). The selections to be studied this year in the Fourth Reader, with special attention to dictation, derivation, definition, grammatical construction and abstract writing, are to be found from the first page to page 152, and in the Fifth Reader from the first page to page 157. The poetical extracts should receive careful study.

(2). The selections in French are to be taken from the last half of the Progressive Reader, the lesson "L'Examen Dangereux" to be taken for re-translation. These are to be selected for grade I. Academy or Grade III. Model. But for Grade II. Academy the selections are to be taken from any part of the Progressive Reader ; or, as an alternative, from the last fifteen of the extracts selected for the A.A. with the last three prose extracts for re-translation, not counting the last authorized lesson in either book as one of them.

(3). In arranging classes for the year, teachers are requested to examine carefully the instructions in Regulation 74 of the amendments to the School Regulations, which in future will be adhered to in making up the annual tabular statement of the examination marks. The Regulation reads as follows : " In these written examinations pupils shall be considered as having passed in their respective grades, provided they pass in Writing, Spelling, Arithmetic, Grammar, Geography, History, Scripture, French, Physiology and Drawing, except (1) that pupils in Grade I. Model School will also be required to pass in English ; (2) that pupils in Grade II. Model School will also be required to pass in at least one of the remaining subjects of their grade, and (3) that pupils of Grade III. Model School and Grades I. and II. Academy will also be required to pass in at least three of the remaining subjects of their respective grades, of which Latin shall be one.

(4). Teachers should not attempt to carry on all the subjects of the grade at the same time, where there is any seeming over-pressure of work ; a time-table, giving prominence to four or five subjects, should be prepared for each term.



TABLEAR STATEMENT IN CONNECTION WITH THE MODEL SCHOOLS, 1891.

NAMES OF MODEL SCHOOLS.	(Grand Tot. Marks)		Pupils.		Gr.I.Mod.		Gr.II.Mod.		Gr.I.Acad.		Gr.II.Acad.		Gr.III.Acad.		Geom.		Alg.		Lat.		Fr.		Total Marks.				
	Av.	Total	Enrolled.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.						
Berthier.....	7188.	2184.	22	14	3	11	3	0	3	8	2	6	3	1	2	0	0	11	2	11	2	12	0	1060			
Bolton Centre 4705.	1410.	49	16	3	7	8	8	1	7	4	2	2	3	1	2	0	0	7	4	3	1	10	2	592			
Bryson 6429.	1093	35	32	13	5	8	8	1	7	4	2	2	3	0	0	0	0	7	4	3	0	13	2	573			
Bury 4064.	1808	62	41	19	15	4	9	5	4	7	0	3	3	0	4	2	2	4	2	3	0	13	1	765			
Clarendon....	14368.	2338.	53	38	16	16	9	3	6	5	0	5	8	5	3	4	2	2	4	2	2	3	0	10	787		
Conno.....	1444.	289.	32	62	5	4	3	1	4	4	7	0	3	3	0	0	0	12	3	17	9	4	1	589			
Cookshire....	21667.	3252.	59	89	16	20	13	10	3	1	0	1	9	1	0	0	0	13	5	8	2	10	5	1965			
Dunham.....	12804.	3541.	50	23	10	13	8	4	4	1	10	4	6	2	1	1	0	26	2	9	0	40	1	995			
Farmham.....	4820.	2540.	58	37	1	1	1	0	4	3	1	2	2	0	1	1	0	8	4	5	2	10	5	841			
Ft.(Olongue).	5453.	1284.	61	15	9	5	4	5	1	4	4	4	0	4	0	4	0	4	1	3	1	8	0	900			
Friedrichsburg	1164.	2815	62	43	17	14	3	6	5	1	4	3	1	3	2	1	4	0	7	0	11	3	7	879			
Gould.....	8692.	2553	60	20	12	8	4	1	0	1	2	2	5	1	1	0	11	3	7	0	17	2	987				
Hatley.....	6171.	2494.	55	43	10	8	2	4	0	1	0	4	1	0	2	2	0	7	0	11	2	2	0	642			
Hemmingford	8841.	3541	76	39	11	8	3	3	1	2	3	2	1	3	3	0	1	6	0	6	4	10	0	876			
Hull.....	16067.	2925	49	61	42	15	27	30	8	22	2	2	0	3	2	1	3	8	2	2	0	8	1	731			
Jacoline.....	14568.	3019	68	38	24	19	5	11	6	5	5	5	0	5	0	3	3	0	4	8	3	12	7	1015			
Jacolle.....	7236.	2120.	56	31	16	10	6	7	5	2	5	2	3	3	2	1	1	0	24	0	15	0	21	1025			
Jacks.....	7512.	1664.	60	56	14	9	5	5	3	2	6	4	2	3	2	1	0	9	2	3	0	7	2	707			
Lennoxville.	24542.	2875	70	50	35	26	4	14	10	4	1	0	8	6	2	12	9	3	11	2	0	9	0	555			
Magog.....	5220.	774	53	33	15	6	9	10	3	7	5	3	2	2	1	0	10	2	9	0	0	3	14	2	898		
Mansfield....	17163.	2683	68	38	26	18	8	4	0	4	0	9	8	1	7	6	1	5	4	0	5	4	0	15	1	851	
Marbleton....	6762.	1969	62	19	12	6	6	4	0	6	4	2	3	3	0	6	6	13	26	0	12	0	26	3	1020		
Myatic.....	6326.	1994	66	25	9	7	2	2	0	2	4	3	3	0	2	2	0	7	2	2	0	4	0	12	1	908	
New Richmond	15261	2136	76	31	19	18	1	5	5	0	4	3	1	10	10	0	14	0	14	0	0	2	0	9	2	845	
Ormstown....	23135.	3924.	72	52	32	27	5	13	12	1	4	4	0	8	7	1	7	4	3	15	0	19	0	698			
Paschebie....	6826.	2124.	71	19	12	6	6	6	0	6	4	0	2	2	0	0	0	6	0	6	0	0	0	12	1	698	
Port du Fort	9064.	2286	62	33	17	4	13	5	2	3	3	0	3	3	0	5	9	0	12	7	12	0	17	3	821		
Ravdon.....	8985	1480	78	14	11	11	0	4	0	4	0	0	3	7	7	0	7	0	7	0	7	0	11	0	725		
Richelmond ..	13133.	1682	66	40	17	13	4	4	0	13	9	4	4	0	13	9	4	13	0	17	3	0	17	0	849		
Savel.....	7984	1781	60	17	12	10	2	1	1	5	5	0	5	0	10	5	0	10	6	0	6	0	12	0	1028		
Starbridge, I.	1270.	4291	71	27	15	15	0	5	5	0	3	3	0	3	0	3	0	1	0	4	10	0	4	0	727		
St. Andrews..	8612.	1923	73	39	16	14	2	6	6	0	10	8	2	4	0	10	1	0	4	0	10	1	0	0	16	0	
St. Lambert..	16512.	2494	58	46	35	18	17	16	5	11	11	7	4	6	5	1	2	1	1	7	8	1	24	17	980		
St. Sylvestre	6349	2110	71	15	10	9	1	5	4	1	2	9	2	3	0	3	0	5	1	3	0	5	1	3	0	10	
Station.....	22980.	3343	60	83	31	21	10	5	0	7	5	0	2	3	1	2	8	6	2	8	4	1	17	1	852		
Union.....	12156.	2606	71	24	13	11	2	5	0	7	3	2	1	6	5	1	4	1	23	1	8	0	16	4	975		
Warden.....	5536.	1412	48	23	11	3	8	5	0	5	2	0	2	4	3	1	4	0	4	4	0	4	1	0	9	4	607
Wareville....	10265.	3195	79	40	15	13	2	6	5	1	4	4	0	3	2	1	2	2	0	5	0	5	1	5	0	1052	
Windsor Mills	9147.	1373	43	38	25	6	19	13	3	10	6	1	5	6	2	4	6	0	11	3	0	0	25	5	760		