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PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS  
AND OFFICIAL ANNOUNCEMENTS.

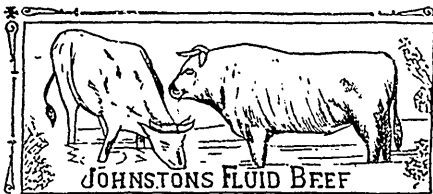
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THE  
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MORAL EDUCATION AN ESSENTIAL FEATURE IN  
PUBLIC SCHOOL EDUCATION.

The fundamental aim of Civics is "good government through good citizenship." To secure good government, therefore, the effort must be made to secure good citizens. Good citizenship is closely related to the moral character of the citizen; a good man, other things being equal, will be a better citizen than a bad man. For the perfection of the State, it is thus seen, the endeavor must be to improve the moral character of the men who comprise it. The method of securing this fundamental condition of good government is a question of vital importance.

It is an accepted truism that good men are largely the outgrowth of virtuous children. The germs of moral character, properly implanted in the mind and heart of the child, usually develop into those ideas and feelings which we call a "sense of duty." On the other hand, a wicked or degraded childhood seldom emerges into a pure and upright manhood or womanhood. The foundation of those moral attributes that fit a man (or woman) for good citizenship are thus laid in childhood.

In the interests of the State, a system of public instruction has been established to prepare its people for citizenship. General intelligence is believed to be an advantage to good government, and thus the State makes provision for the education of her people. But since moral character is an essential condition of good citizen-

ship, the State should see that these schools afford moral education as well as intellectual education.

Moral education consists largely in the culture of *moral instinct* which controls the life. The person who from childhood has been accustomed to follow his convictions of duty, and to walk in the path which by common consent is called the path of rectitude, will find the habit of virtuous thought and action becoming ingrained in his character. Virtue has become an almost inseparable quality of his nature. His thought, his affections, his desires and ambitions, all flow naturally in the channels of morality. He has acquired a moral instinct which controls his actions independently of the apprehension of any principle of moral action.

Such a man—and there have been many such in the world from Socrates to Washington—possesses one of the most important qualifications of citizenship; and the question is, how shall we secure and multiply such men in a nation? How shall we educate the youth of the nation up towards so high a standard of moral manhood?

Moral education is entirely indifferent to the nature of moral action. There is a body of sentiments and actions that all intelligent people are agreed to call right, noble, pure, virtuous, etc., whatever the reason of their being so; and moral education is the training of young persons to feel these sentiments and perform these actions. In other words, moral education aims to beget the habit of moral feelings and actions.

The methods in moral education are similar to those employed in the education of the æsthetic nature. In cultivating a taste for the beautiful, we need not frame a definition or state a law of beauty. When a person stands in the presence of a beautiful object, he does not decline to decide on its beauty until he can test it by some law, which is his answer to the question why is it beautiful. The perception and appreciation are immediate, and we cultivate the power of perceiving and appreciating by presenting examples of beautiful objects. We place him amid beautiful scenery, surround him with pictures and other works of art, and fill his memory with gems of literature. For higher æsthetic culture he visits galleries of paintings and halls of statuary, and becomes familiar with the masterpieces of ancient and modern art. The light of beauty shining from these works of genius gives

growth to the æsthetic sense as the sunshine gives growth and fragrance to the rose or lily. There is, as it were, an organic growth of the æsthetic nature as it feeds upon the divine element of beauty which the hand of genius has embodied in color and form. The student lingers before a Madonna of Raphael or a landscape of Claude, with a rapture of soul that moulds it to the appreciation of divine ideas.

The moral nature is developed in the same way. Moral culture is a growth like æsthetic culture. The food for moral culture is not the law of morality, but the perception and appreciation of moral duties and the performance of moral actions. For the growth of the moral nature, the soul should be fed on moral sentiments and examples of noble actions. The habits of feeling and volition are to be moulded in the direction of the true and noble, until they crystallize into the character of the man or woman. There will thus be formed a moral instinct which will shape the actions, even when there is no conscious choice between alternatives of duty.

With this idea of moral education, which it is believed is the correct one, there can be no question in respect to its being given in our public schools. There is no element in such a system in which those holding the most diverse views in morals and religion can differ. Jews and Gentiles, Protestants and Catholics, believers and infidels, can all stand in complete accord on such a system of moral education. If it is thought that moral education is inefficient, the Church can supplement the work of the State; and the task will be all the more easy when the moral sense of the child is already turned in the direction of virtue. The work may be difficult and delicate, but the general principle of the method is simple and practical. The object to be kept constantly in view is the cultivation of a moral sense that will guide the person into the path of honor and rectitude. The method of attaining this end will be indicated by a few suggestions.

First, there should be special effort made to create a moral atmosphere in the school. The spiritual nature of a child readily recognizes such an atmosphere, and grows stronger through its health-giving influence. The importance of this suggestion is emphasized by the fact that in many schools the moral atmosphere is positively immoral and demoralizing. It is a sad fact that the moral standards of school life are often lower than those of social

life. To cheat the teacher in recitations, to destroy property, to conceal offences even with positive falsehood, are often the accepted code of a school life, a departure from which is attended with a loss of standing among the pupils. The sentiment to conceal the guilt of a fellow-student is well nigh universal; and students will lie to teachers with no scruples of conscience though their word outside of the school would be implicitly trusted. The first aim of the school is to cultivate a sense of honor among the pupils that will elevate their moral sentiments, and make them feel that the path of honor is the path of rectitude. Upon this the State should insist, and every citizen will commend the work.

Second, historical contact with the men and women of pure and noble lives gives moral education. The youth naturally admires what is true and elevated in human character, and it is instinctive with him to imitate what he admires. The cruel and unjust action arouses in him feelings of condemnation, and he will naturally turn away from what he condemns in others. Historical reading is thus a school of morality; for moral education the class in history is superior to the class in moral philosophy. Such moral education the State can secure, and wise men of every shade of opinion will approve.

Third, the reading of good literature is also an efficient means for the culture of the moral sentiments. The admiration of the noble manhood or the beautiful womanhood there portrayed, reacts upon the character of the reader. The memorizing of gems of literature, containing moral sentiments, cultivates the moral taste, and shapes the moral judgment. Literature has done more for the progress of civilization than the legal enactment. "Let me write the songs of a nation, and I care not who make the laws," expresses a profound and practical truth, and indicates one way of affording youth that moral training that leads to good citizenship.

In this discussion, nothing has been said of the Bible, the church or the Sabbath-school; they are all useful in their place; their place is not in the public school. Personally, I prefer the Bible in the public school, but practically, in many places, it must be dispensed with; but the omission of the Bible is no cause for discouragement or apprehension. A Christian teacher in a school,

who can bring to bear Christian influences upon his pupils, is better than a Bible, though it were read a dozen times a day. A love for the true, the pure, and the noble, instilled into the minds and hearts of children, is worth more than a Sunday-school lesson or a sermon. The State may not insist upon these agencies for moral culture, but it can secure what, in the public school, is far more appropriate and effective.

In the excellent article to which reference has been made, it was asserted that "moral instruction cannot become a universal branch." On the contrary, it is here held that, not only can moral instruction become a universal branch, but that, for the interests of the State, it should become universal. Whatever else is neglected, moral instruction should be made a prominent feature of the education given in public schools. Moreover the field of moral instruction is so broad and comprehensive that all classes of people will welcome it. The prospect of the future, therefore, is not one of discouragement, but of hope. The nation has its roots in our public schools, and national life is being fed from this source. Whatever to-day we put into these schools will manifest itself in the national life of the next generation. As the life of a nation consists in the virtue of its people, it is the duty of every citizen to see that the system of popular education, established by the State, affords that moral education which alone can give dignity and virtue to the citizen, and secure "good government through good citizenship."—*Dr. Edward Brooks, in The Citizen.*

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Ephemeral shine the brightest of our joys,  
 Amid the clouds that float across our sky;  
 They're but the golden star-dust heaven employs  
 To beautify man's life and destiny.  
 A shadow here is but no shadow there:  
 There is no light where all is bright and fair:  
 Joys quenched reveal the living joys that lie  
 Around us,—while a purer light divine  
 Plays peaceful round the shadow of the hope that's gone.

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READING has two objects: viz., to acquire, and to convey thought. The first will be attained when the words of the book are really a part of the pupil's vocabulary; that is, when he understands them so fully that he can, without effort, get the thought which they are intended to convey. The second object will be attained with greater difficulty, because it involves the first and more. The pupil must not only fully understand, but he must have the ability to convey to others the thought of the writer. This implies a well-trained voice, as well as some maturity of mind.



## EDITORIAL NOTES.

Under the title of "The Schools in Greater Britain," the *Schoolmaster* has been devoting attention to the systems of education in the colonies. One of the sketches, under the above heading, gives an account of the schools in the Province of Quebec, being arranged into sections referring to the constitution of the Council of Public Instruction and its two Committees,—the Roman Catholic and the Protestant, School Fees, Schools and Pupils, Qualification of Teachers, Salaries, Course of Study, Business Schools, School Inspection and Pensions. Accompanying the sketch, there are three wood-cuts, representing a Country School, a Town School, and a College Building such as are to be seen in our Province. The article is not without the usual mistakes which a writer is apt to fall into, while describing a system of education of which he has no practical experience. The writer of the article in this instance has evidently found a difficulty in giving due prominence to the two-fold character of the school system of our Province.

*Specimens of School-Work at the Colonial Exhibition.*—In reference to the specimens of school work sent by the Province of Quebec to the South Kensington Exhibition this year, the following note is made by the same paper:—

"The specimens of school work now on show at South Kensington afford a clear idea of the quality of the work. The catalogue includes no less than 164 collections, which occupy forty-three pages to particularize. They furnish details regarding (1) the Department of Public Instruction, including the reports, the authorized text-books, and the journals which have been subsidized by the Government; (2) photographs and books connected with the universities; (3) similar details of six classical colleges; (4) photographs, books and specimens of pupils' work in the normal schools; (5) many hundred examples of the writing books, exercise books, examination papers, maps, drawing, and needlework of more than seventy of the various kinds of schools in the Province; (6) similar specimens from more than sixty schools in Montreal, &c. The Educational Commission has submitted the following statement regarding the work, which it is alleged is not an adequate representation of the state of education in the province of Quebec. 'The short time which our

superior educational institutions and our elementary schools had to prepare for the great educational display has prevented many institutions from taking part. Several of our scholastic institutions, which could have prepared excellent exhibits, finding themselves unprepared, and fearing that they might compromise their well-deserved reputation by a hurriedly prepared exhibit, have abstained from taking any part in the present display. Such as it is, our exhibit represents the regular work carried on in our elementary schools and in our institutions of superior education; and we venture to hope that, under the circumstances, these illustrations of the results of our educational system may meet with the approval of the specialists appointed to examine them.' To this we may ourselves add that, in every way, so far as we have examined the collection, it is a creditable specimen of child work in school. Its excellence lies in its variety, and in the fact, which must be evident to the educational expert, that the work is the genuine outcome of the ordinary efforts of the pupils."

*The Teachers' Association.*—The interest which attaches to the annual convention of teachers in the neighboring province of Ontario, and the reports of its proceedings this year which have come to hand, recall to mind the fact that the Convention of the Provincial Association of Quebec will meet next month in Montreal, of which we give details of the probable character of the proceedings in another paragraph. The teachers of Ontario were chiefly interested this year, at their Convention, over a scheme favoring the organization of a College of Preceptors, somewhat resembling in character the institution which is known under that name in Britain. A paper on the subject was read by George Dickson, Esq., M.A., Principal of Upper Canada College, and the view which he takes of the subject, seems to have been well received by the Association. In summing up the advantages which Mr. Dickson seems to think will follow the adoption of his scheme, he enumerates the following:—1. *To the Public:* (a) Fuller protection from incompetent teachers. (b) Better work in the schools. 2. *To the Cause of Education:* (a) As the formation of the Teachers' Society will certainly give more permanency to the profession, it will induce a larger number of able teachers to remain in the work. (b) The danger of misdirected

energy will be lessened. 3. *To the Teacher*: (a) He will obviously have a better social position, a fuller recognition as a member of an organized profession. (a) He will have the support and encouragement that a society, formed for mutual protection and benefit confers. (c) He will have a voice in the government of the Society that regulates his work, and which admits to membership in the profession; unprofessional competition for positions in the our school system may thus be dealt with by teachers themselves. (d) The defects of our system of examinations can be corrected by this organization without appealing to political bureaucracy for redress.

*Examination for Teachers' Diplomas.*—Some changes in the method of preparing papers for the semi-annual examination of candidates for Teachers' Diplomas in Quebec may be expected soon, leading probably to the organization of a Central Examining Board, with powers delegated to the several local boards. Perhaps the most difficult task which a practical teacher can be called upon to undertake is the preparation of questions to be answered by pupils trained by another. Only those who have been engaged in this kind of work can appreciate to its fullest extent the great difficulty of the task; and it is a pity that teachers should not consider the whole subject of school examinations in a broader light than they are accustomed to do. A furious tempest has been aroused in Ontario over the papers which were set at the last examination for teachers. As far as one can learn outside of the bitterness of the strife and the personalities indulged in, the Algebra paper was certainly a little beyond the ordinary scope. This fact has been recognized by the Central Board of Examiners, and the paper has been dropped from the examination. In this connection, it may not be out of the way to say, that Ontario is getting to be "cranky" on the question of mathematics, and it is not to be wondered at that fault has been found with the last examination. Yet one would be inclined to think that redress having been granted, the violence of the storm would pass away.

## CURRENT EVENTS AND COMMENTS.

At the Ontario Teachers' Convention Mr. Houston moved the appointment of a committee with instruction to report what steps have been taken by governments, universities, colleges, teachers' associations and learned societies to secure the general introduction of a simpler, more phonetic spelling of English words than the one now in force. Mr. Houston has been ventilating this subject for some time in the press, and perhaps the discussion might be introduced at the coming Convention in Montreal with profit, if some of our teachers would undertake to prepare a paper on the subject of Spelling Reform.

In conferring the degree of D. C. L. on George Stewart, jr., of the Quebec *Chronicle*, King's College, Windsor, has taken the lead, says the *Gazette*, among our seats of learning, in honouring literature for its own sake. McGill College has already, it is true, made M. Frechette a Doctor of Laws, a graceful compliment from Anglo-Canadian culture to French-Canadian genius. But Dr. Stewart is the first Anglo-Canadian *litterateur* whose worth has been recognized by an Anglo-Canadian university.

The schools under the control of the Protestant Board of School Commissioners have opened this year with an attendance which promises to be very large. Last year the number of pupils at the High School was so large as to necessitate increased school accommodation, and to supply, this the school in Berthelot street has been erected. It is a handsome brick building, and very complete in every particular. The basement is cemented, has two large rooms to be used as play-rooms in wet weather. These are separate, one being for the boys and the other for the girls. The sanitary arrangements are of the most improved pattern and in a separate wing. On the first floor are six school rooms, fitted with improved desks and provided with clothes racks. The arrangement is the same on the second floor, with the addition of the headmaster's room and a room for dividing the classes. The top floor has a large hall, to be used on special occasions, and two additional schools, to be used if necessary, but not yet fitted up. The whole interior of the school is handsomely finished in ash; the building is heated by hot water; and leaves nothing to be desired. There is accommodation for 600 pupils, each of the twelve rooms holding 50 scholars, beside which there are two

rooms not fitted up yet, which will accommodate one hundred more. Mr. Rowell is the headmaster, and Mr. Patterson, his assistant. The staff of teachers in the other schools remain much the same as last year, a few minor resignations having taken place. There will be no changes till the meeting of the board, the second Saturday in September. The following is the staff of teachers at present.

*High School.*—Headmaster, Dr. Howe; assistant headmaster, Dr. Kelley; assistant masters, Messrs. George Murray, John W. Tucker, Wellington Dixon, H. H. Curtis, J. A. Macfarlane; special masters, Messrs. John Andrew, Alex. Thompson, J. T. Donald, Henry Frankenstein.

*High School for Girls.*—Head Mistress, Mrs. H. C. Fuller; assistants, Misses G. Hunter, Vessot, Rodger, J. C. Rodger, Dawson, Hurst, Henderson, Kirby; special masters, George Murray, John Andrew, J. T. Donald, G. Couture, H. Frankenstein, Fred. S. Barnjum.

*Preparatory School.*—Headmaster, A. N. Shewan; assistants, Misses McBratney, Barr, Bell, Harper, Clarke, Duclos.

Principal Young, of the Three Rivers High School, having accepted the position of Principal of the Quebec High School, left this city last week for his new home. Principal Young was with us for three years, and during that time gave entire satisfaction. His successor, Mr. Low, has arrived, and begins his work immediately. Our new Principal comes well recommended, and the Three Rivers High School is sure to make good progress. It is expected that the number attending this first-class educational institution will be larger than ever this season.—*Star Cor.*

At a meeting held lately in Toronto to discuss the advisability of organizing a Teachers' Union, Mr. Boyle said that "Properly organized unions would elevate the profession, and lead to an improvement in salaries, and prevent the present underbidding so common among teachers. The example of lawyers, doctors and other professional men should be followed by teachers. There was a lack of professional honor among teachers, which could be removed by having a regular code of rules. Mr. Boyle strongly urged immediate action on the part of teachers, and hoped that no teacher would impute improper motives to him for the course he was pursuing respecting teachers' unions.

The McGill Normal School opened on the 1st instant with eight pupils in the Academy Class, twenty-eight in the Model School Class, and fifty-three in the Elementary School Class. The entrance examinations show a gratifying improvement in the teaching of English grammar and spelling in the elementary schools of the Province, but at the same time show that from want of maps in schools, of atlases in the hands of pupils, and of careful teaching of the subject, geography is almost an unknown science in some districts of the Province. During the vacation, the Government has provided for the increased comfort of the school by improved arrangements for heating and ventilation. Mme. Cornn has been appointed ordinary professor of French, and devotes her whole time to this important subject. It is hoped that the study of French in our English schools will receive a powerful and much-needed onward impulse from the skill and enthusiasm of the newly appointed professor.

Teachers trained in the Normal School are much sought after, the supply not being equal to the demand. It would be greatly to the advantage of the schools in many localities if the inhabitants of each section were to select one of the most promising of the pupils of their local school and unite to send her to the Normal School, under the pledge that, in return for the assistance given she would devote at least the three years for which she is bound to teach, to the service of the neighbourhood that sends her. Such a course of action would secure good schools in many neighbourhoods that are unable to pay large salaries to teachers, and it would afford an opportunity for education to many deserving persons who have no other means of obtaining it.

THE ANNUAL CONVENTION of the Provincial Teacher's Association of Quebec: On account of the absence of Sir William Dawson, the President of the above Association, who is at present in Europe, the actual date of the annual convention of Teachers has not been fixed upon, but in all probability the meetings will be held about the middle of the month of October. Dr. Kelley, the Secretary of the Association, informs us that an effort will be able to induce the School Commissioners of Montreal to have one or two of their schools in operation during the Convention, so that the teachers from the other parts of the province may have an opportunity of seeing them at work. As was suggested at a previous meeting, the convention will possibly divide itself into two sections this year, one of them devoting its attention to the discussion of matters pertaining to the Academies and High Schools, and the other to the work of the

Elementary Schools of the province. It is said that the President will give a reception to the members of the convention, in the Redpath Museum, during the evening of the first day of meeting, and that arrangements will be made for the accommodation of the teachers who are not resident in the city of Montreal. The prospect is encouraging, and points to one of the most successful gatherings of teachers that has ever taken place in the province. Several educationists of prominence outside of the province have been invited to be present, and a full programme, of papers to be read, is being prepared by the Executive Committee of the Association. The Academy section will no doubt discuss the question of assimilating, to some extent, the examinations for A. A., for University Matriculation, and for the Teacher's Academy Diploma. There does not appear to be any further approach towards the solution of the difficulty connection with the entrance examinations to the study of medicine and law; yet the question, which is an important one to academy teachers, will in all likelihood come up again for discussion. Another subject which has engaged the attention of previous conventions, viz., representation on the Protestant Committee, will properly come up for further consideration, and, let us hope, for final settlement. There seems to be no *valid* objection to the election of a Teacher's representative on the committee, while there are many arguments in its favour. In the person of Mr. Masten, of Coaticooke, the teachers may be said to have are presentative, and that gentleman will no doubt be prepared to report how far he has been able to carry out the suggestions of the teachers met in convention on previous occasions. This year, the election of a Pension Fund Commissioner, will take place for the first time. The Teacher's Institutes, which are now being held annually in different sections of the country, there seem to have awakened a fresh interest in school affairs, and we trust that the teachers of the province will recognise the advantages to be derived from attending the meetings of the General Association. The convention, as has been stated, will be held this year in the city of Montreal, and a visit to the largest city in Canada, cannot but have an educative effect upon the minds of those teachers who may not have many opportunities of seeing metropolitan institutions. Arrangements will be made with the several railway, and steamboat companies, for a reduction of fares, and we trust that School Commissioners will offer every facility to teachers wishing to be present. We hope even to see many School Commissioners present themselves.

It is proposed to hold, in the autumn of 1887, an International Congress of Shorthand Writers of all existing systems, and of persons interested in shorthand generally to celebrate conjointly two events of importance—(1) the jubilee of the introduction of Mr. Isaac Pitman's system of phonography, marking as it does an era in the development of shorthand on scientific principles; (2)

the tercentenary of modern shorthand, originated by Dr. Timothy Bright about 1587, continued by Peter Bales (1590), John Willis, (1618), Shelton (1620), Cartwright (1642), Rich (1646), Mason (1672), Gurney (1740), Byrom (1767), Mavor (1780), Taylor (1786), Lewis (1812), and many others in past generations, and finally by Mr. Pitman and other English and continental authors of the present day.

The prospectus of the Montreal Academy has been sent to us, and we congratulate the Rector of that institution on the excellent prospect of another year's success. The Rector of the school is the Rev. John Williamson, a gentleman of great experience as a teacher. At the beginning of last year, the Mactavish School was amalgamated with the Academy, and a new point of departure was reached in its work. So far, the result has been satisfactory. This made possible the appointment of a mathematical master of first-class standing, upon whom devolves the charge of the whole mathematical work. Since Christmas, that position has been held by Mr. T. Ridler Davies, a distinguished student of Trinity Hall, Cambridge, who by affable disposition, gentlemanly demeanour, and energy in work, has proved a most valuable acquisition to the teaching staff. The other members of the staff of the amalgamated institution are Messrs. A. R. Johnson of McGill University, S. Rondeau, B.A., J. W. Gray, W. Raphael and Neil Warner.

The list of the series of lectures under the auspices of the Scottish Geographical Society, in connection with their exhibition of educational appliances was delivered in the Museum of Science and Art, Edinburgh, by Mr. Meiklejohn, St. Andrews. The lecturer condemned the poverty-stricken treatment of geography in our school books and most of our schools, and the dry recital of names and places of gossip regarding what certain places are noted for. Geography, he argued, was a subject quite as full of human interest as history, and might be made as interesting. It was not in the strictest sense a science, but it was a conglomerate of all the sciences. The lecture was listened to by a large audience presided over by Dr. George Smith of the Free Church Foreign Mission.

The days of sumptuary laws are not over in Russia. The Chief Inspector of Schools at Taganrog has forbidden the girls to wear dress-improvers, high-heeled boots, and sundry other adjuncts to



the toilette very dear to the young ladies in the West. One trembles to think what might be the consequence of such a prohibition in Canada, but possibly fathers and mothers might view it with almost as much favour as is said to be shown to it by parents at Taganrog.

The very select nature of the examinations at London University for its higher degrees certainly seems, says the *Pall Mall Gazette*, to have the effect of frightening away all candidates with the exception of the very ambitious; and on that account all the more honour is due to those who successfully wrestle with them. But this exclusive system must be very expensive to the University. In the newly-published degree list, in English and French, there were four examiners and one successful candidate; in the five separate branches of science there were in all five candidates who obtained the degree D. Sc., and six examiners; and in the school of philosophy there was one degree given for every examiner, four of each. The ladies seem to have deserted science, or, at any rate, to have wooed her fruitlessly, for all the new "doctors" are men; but in classics they stand in the noble proportion of two to four; and there is one who has become a "Master" in moral and political philosophy.

Strenuous measures are being taken in Prussia to limit, and even as far as possible to suppress, the whole system of private education. The educational officials make a distinction between "Hauslehrern" domestic tutors and governesses, teachers who give private lessons, and the keepers of private schools for boarders or day pupils. Every domestic tutor, according to the new regulations, is to be registered as a member of the family in which he or she teaches, and is also obliged to be provided with a license from the Government. Every "Privatlehrer" must also—like a doctor, lawyer, clergyman, or public-school teacher—obtain a certificate of "professional and scientific competence" before exercising his function. A "Privatschullehrer" is defined as the proprietor, president or teacher of a private school. Private schools are only to be allowed in future "in those places where the public instruction for children of the legal school age is still insufficiently provided for." The total extinction of the private school is clearly only a question of time.

The *Lancet*, which becomes cranky sometimes in writing of the high pressure system in school, says:—Surely Mr. Endean

could not have been serious when, at the last weekly meeting of the School Board for London, he cited as questions put to pupils in Board Schools the following conundrums:—"1. What would be now thought of crusades, trial by ordeal, and Smithfield fires? How may a current of electricity be produced, and what magnetic, chemical, and mechanical effects may be brought about by means of such a current? 3. A sphere weighing 10 lbs., and having a radius of 7 inches, hangs by a cord from a point in the wall, and leans against the wall. The point of contact of the sphere and wall is 2 feet below the point of suspension. Find the length and the tension of the cord. 4. State all the conditions you know of which affect the climate of any place. 5. Why are the following pairs of words called 'doublets': example and sample, faction and fashion, diamond and adamant? 6. State precisely how you would proceed if you were required to prepare a sample of pure hydrogen? 7. Write out examples of a definition, an axiom, a problem and a theorem. 8. Describe the grievances which led to the Americans asserting their independence. 9. It is said that 'the sun never sets on the Queen's dominion.' Taking a line from London eastwards, denote the points which would make this statement fairly correct. 10. Explain the terms—motion, velocity, acceleration, momentum, and energy." If such questions were really put, we venture to think the lowest abyss of dementia must have been reached by those who preside over the vagaries of our educators. No wonder Sir James Chrich-ton Brown found the children had headaches.

Does education impair the memory? This is the important question which one who has been a cow-boy asks in a recent article in the *Cornhill*; and he answers it in the affirmative, thus—"Though I am grateful for my educational advantages, and the taste implanted in me by the good parson for better things, and even to some extent for the literature of our country, I have never lost sight of the fact that education (I am not speaking now of the higher sort) will sometimes impair or prevent us from educating memory. I have known extraordinary instances of memory in working men of which we shall probably see no more, since reading and writing are making the rising generation independent of memory, and it is bad economy to keep a horse in the stable for which you have no work. I once knew

very well a bailiff on a large farm kept up in the highest state of cultivation (as will be understood when I say that a portion of it formed one of the best hop-gardens in the best hop district of England), all whose accounts were kept by notches on an old thatch-peg. Once every fortnight his master, who lived ten miles off on another farm, visited him; and the bailiff, stick in hand, would recount the history of the fourteen days. So many bags of wheat gone, so many sheep, &c., sold. He was never known to make a mistake, and his master used to amuse his friends by trotting out, as it were, the bailiff's memory, and asking questions as to the farming affairs of past years. It was no trouble to the bailiff, apparently, to recall the exact crops grown on any given field in any given year, the price paid for them, and the subsequent treatment.

The meanest teacher on record—and that means a great deal to children—is the one at Liegnitz, in Germany, who gave her class the following problem for a holiday task:—From 880,788,899 deduct 629 until nothing remains. The poor girls figured and figured for hours without making much headway; finally their tears attracted the attention of the parents. A simple division will show that the figure 629 is contained in the larger one no less than 1,400,300 times. Allowing three deductions a minute and twelve hours' work a day, it would take over 600 days to do what had been given the girls as a holiday amusement.

The movement in aid of Recreative Evening Classes has made a notable piece of progress in having obtained from the London School Board permission to use two of the halls belonging to the Board—one for an evening home for girls at Haverstock Hill, the other for a workmen's club at the Ben Johnson School. Application for the use of these premises was made by the Gordon League, who propose to provide all necessary furniture and apparatus, and to be responsible for the good management of the institutions. The Girls' Home is for Girls who have left school and are working for their living. The hall appropriated to them is to be made cheerful and attractive, a committee of young ladies will decorate it with pictures, a mirror or two, to be removed "every evening, will be provided, together with a piece of bright carpet, and other pleasing appliances. A piano is thrown in, and music and musical instruction will be part of the programme. The men's club are

to unite social intercourse with recreative amusement, and with instruction, technical, physical and intellectual. Newspapers, quiet games, such as chess, draughts, &c., will be provided, and there will be a smoking-room. Occasional songs, recitations, with lectures, magic lanterns, art training, and elementary science, complete the curriculum for the present. Certainly this is a great step forward, but it promises to do good, and we trust that the experiment soon to be made will be thoroughly successful. The Board has done well to grant the use of its premises; the zeal of the Gordon League will probably do the rest.

*The Lancet* urges that swimming should be made a compulsory study in schools. "We have gone so far," says the editor, "as to advocate the inclusion of swimming as an essential branch of education. Some, perhaps, may think that our view is an extreme one; they may tell us that fatalities from drowning do not, after all, greatly swell the registered death-rate, unless, indeed, we include those due to shipwreck, and that physical education may be regarded as an optional form of training, for which taxpayers would object to become responsible. From such a line of argument we feel obliged to differ. When we consider how great a proportion of our population live at the coast, how many of these follow a seaman's calling, to what exigencies the dwellers in inland districts may be exposed, and are often fatally exposed, by the chances of an occasional sea voyage, or by the customary visit to the seaside, it appears to us at least highly expedient that swimming should be included in the compulsory school course."

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#### LITERATURE AND SCIENCE.

*Brain-work.*—The life of a teacher is one which peculiarly tends to brain irritation. The monotony of the duties is in itself a source of danger. The mind is not allowed its full play. As Goldsmith said, the elementary teacher is a sort of Moses, perpetually leading successive generations of pupils up to the entrance of the promised land, where literature, science, and art are to be realized and enjoyed, but condemned to stop just short himself of entrance into all those interesting possessions. The teacher's lot, however, is harder than that of Moses, for the former must continually return to the threshold of the desert,

to recommence his task of leading an unruly flock through the arid wastes of the alphabet and the wandering mazes of the multiplication table. A life in which the duties contain no interest in themselves is necessarily a fatiguing one. Little things grow pressing, and the attention, not distracted from trifles, has a tendency to magnify their consequences. This brooding over small troubles, and finding it impossible to dismiss them from the mind, is often one of the first signs of unhealthy nerves; and the tendency to do it induced by the work of elementary teaching is one of the causes of brain trouble. Nor do the other conditions of teaching compensate for this drawback. The labour of maintaining discipline is greater or less, according to the natural faculty of command; but the exertion of will, and the constant watchfulness required are necessarily and always an effort on the brain. The sanitary conditions in which the work is conducted are seldom favourable. However great the care expended by an architect on ventilation—and very often there is no evidence of that functionary having troubled himself at all about the question—the atmosphere in a public elementary school can hardly ever be ideally hygienic. The many pairs of active young lungs greedily suck in the oxygen, and speedily exhaust the air; and in most cases the exhalations from the clothing and persons of some amongst the scholars are alone sufficient to vitiate the atmosphere and render it more or less distinctly unhealthy. Defective aëration of the blood tells most unmistakably and directly on the nerves and temper. Finally, we need only add to this enumeration the anxieties of the occupation arising from the multiplicity of masters, the occasional vagaries of inspectors, and the varieties of requirements that have to be fulfilled, in order to understand how it happens that brain troubles are not rare amongst members of the teaching profession.

“*Spelling Reform.*—“Spell Phthisic,” (said our amiable and most conventional teacher, whom we all liked.) Jim, a little cunning rebel, as he was, answers, “T-i-s-i-c.”

“No, P-h-t-h-i-s-i-c,” said the teacher, and the dialogue went on.

“Why do you spell it with a *phth*?”

“To show that it is from the Greek, and means consumption.”

“Couldn’t we know it to be from the Greek and meant consumption without the *phth*?”

“Perhaps you could, but you would have to turn up the dictionary for it.”

“And if you spell it with a *phth* you needn’t turn up the dictionary, need you?”

“No, you blockhead, that is to say, if you know Greek, the form of spelling would tell you that it was Greek.”

“Do English people generally know Greek before they learn to spell English?”

"Of course not. What a foolish question!"

"Well, why did they make the word so that we have to learn Greek spelling before we learn English spelling?"

"Why, because that is the right way to spell; who ever heard of it being spelled any other way? And when you learn Greek it will strike you with great pleasure to see how simple the spelling and meaning of *Phthisic* would have been had you only known Greek before you learned to spell."

"Do all English people, then, learn Greek after they learn to spell so as to be struck with this great pleasure?"

"Of course not. But why do you ask?"

"Well—I was only thinking. But how many do learn Greek?"

"Perhaps 20,000, according to the Encyclopædia."

"And how many learn English?"

"About 100,000,000."

"And how many 20,000 are there in 100,000,000?"

"About 5,000, of course. But what of that?"

"Is not that the same as if every one in a town larger than Pictou should be compelled to spend his time in learning English words with Greek spelling, so that *one* boy should have the pleasure of seeing, when he comes to study Greek, that some of the English words he learned were spelled pretty much, though not exactly, like Greek?"

"You had better hold your tongue, Jim, you are a dangerous boy—to dare to question the proper way of spelling words, which I have by dint of careful labour for years become almost perfect in, in which I have attained more excellence than in any other subject. You conceited, radical little scamp!—keep mum, and spell *Phthisic*."

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*Burke and Robertson.*—Great as were Burke's literary powers, and passionate as was his fondness for letters and for literary society, he never seems to have felt that the main burden of his life lay in that direction. He looked to the public service, and this though he always believed that the pen of a great writer was a more powerful and glorious weapon than to be found in the armory of politics. This faith of his comes out sometimes queerly enough. For example, when Dr. Robertson in 1777 sent Burke his cheerful "History of America" in quarto volumes, Burke in the most perfect good faith closes a long letter of thanks thus:—"You will smile when I send you a trifling temporary production made for the occasion of the day, and to perish with it, in return for your immortal." I have no desire to say anything disrespectful of Principal Robertson; but still, when we remember that the temporary production he got in exchange for his "History of America" was Burke's immortal "Letter to the Sheriffs of Bristol on the American War," we must, I think, be

forced to admit that, as so often happens when a 'Scotsman' and an Irishman do business together, the former got the better of the bargain.—*Augustine Birrell in the Nineteenth Century.*

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*Beauty in Art.*—Every art possesses in some degree two classes of qualities—those of expression or interpretation, and those of intrinsic beauty. Different arts vary in the extent to which they are able to carry perfection in these two directions, both relatively and absolutely. A picture, for example, is capable not only of conveying to the mind of the spectator the poetry, so to speak, of the scene it represents, but can also present to his eye an object which is in itself beautiful, apart from its meaning, and may thus be regarded from a purely decorative point of view. An artist may excite religious fervour; he may help us to see far into the depths of a lovely nature; he may arouse passions good and bad; he may produce hitherto unknown longings or calm present irritation; he may, in fact, set every chord of a sensitive nature in vibration. But he must also—and this is an absolute condition of good art—present to our eyes an object beautiful in itself. As it is with the art of painting, so it is with every other art in varying degrees, from the highest to the lowest. In sculpture, in poetry, in music, both these elements are most clearly necessary. In architecture they are not less so, if really good work is to be produced. A church ought not only to be in itself beautiful, beautiful in its proportions, in its construction, in its detail, but it ought also to be the expression of the nature of that church. If it does not fulfil this condition, it is but a mere artificial product.

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#### CORRESPONDENCE ON PROFESSIONAL SUBJECTS.

As we propose to arrange in future the *Record* in departments, we shall be glad to devote one of these departments to correspondence from teachers, in regard to matters professional. The teacher need have no hesitancy in placing his difficulties before others, and should he happen to make some discovery of interest to his fellow-teachers, the editor of the *Record* will be only too glad to give him or her space to ventilate the subject. The *Record*, be it known, is the teachers' organ, and we trust that the teachers of Quebec will continue to put forth an effort to make it a monthly worthy the name. All items of interest referring to school changes, meetings of boards, school examinations should be sent to the *Record* not later than the twentieth day of

the month preceding publication. Even if the information refers to educational affairs of the past, and is of historic value, we shall be grateful to those who send it. The time is approaching when the history of education in Canada, has to be written and every teacher in our province ought to help in the compilation of such a work. It is therefore the intention of the editor of the *Record*, to print in its columns all documents of importance which may be sent to him, and which will assist in throwing light upon the past, present or future of education in Quebec. Nor should it appear to be a task to any teacher to forward to the *Record*, anything which may be of interest in this connection. Without the co-operation of every teacher in the province this department cannot be carried on with success, and hence it is that we urge upon all those interested in education to assist us in our undertaking for the current year.

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#### PROFESSIONAL NOTES.

*Hints to candidates sitting down to an Examination:—*

1. You must take with you pens, rulers, and red ink ; also instruments for mathematics.
2. Do not excite yourself, and do not allow anybody else to excite you. Keep perfectly cool.
3. Be punctual in entering the room. Avoid a flurried condition attendant on being late.
4. Do not cram from your notes and text-books between the papers. You do not know the subject to be taken, and even if you did, it is unwise to muddle your brain when so much depends upon a clear head.
5. Write your name at the head of each paper as soon as you receive it, filling in necessary particulars. From personal experience in the examination of papers, we can safely assert that thirty per cent. of the failures are due to the omission of name on some vital paper. One slip of this kind in a failing subject will render futile a year's hard work. Again—*Write your name at the head of each paper as soon as you receive it.*
6. Then proceed to read carefully through the questions—marking the easiest if you have a choice.
7. Do not be in a hurry to commence the paper. Hasten slowly.
8. Then portion your time among the questions so as to leave ten minutes to spare at the close.
9. During that ten minutes read carefully through each reply, making necessary alterations, or supplying omissions in spelling, punctuation, or composition.



10. Neatness and style will greatly strengthen your chances.
11. Write the number you are working in a bold round hand, and underline it with red ink.
12. While it is advisable to answer the question as nearly as possible in the space allotted, you must not waste a single line. Gauge the space for each reply; write closely and clearly; and economise wherever you can.
13. Deal exhaustively and logically with each question, but do not write for the mere sake of filling up. Let your points be lucidly drawn up, and the most important underlined.
14. You should attempt every paper, if able.
15. After leaving the examination-room do not compare notes with others, nor discuss the paper at all; you require all your energy and brain-power for the next paper. Besides, to find out errors which you cannot correct, will not add to the self-possession and mental intensity required in the succeeding stage. Finally, you will fail if
  1. You leave your name off the paper.
  2. You copy.
  3. You pass notes to any other person.
  4. You speak in the examination room.
  5. You take notes or books into the room.
  6. You omit any of the failing subjects.

*To the Teacher.* As far as possible, know the individual circumstances and peculiar characteristics of your pupils. It will be well to find out whether the example and training at home be good or bad, whether there be poverty or convenient food, whether the health of the child be firm or feeble. But it is all-important to know what are the temper and disposition, and what are the talents of the child. This particular knowledge will be limited; but let it not be limited either from your not feeling its importance, or from your not striving to attain it. As far as possible, *know every child.*—MARTIN.

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A STORY FOR COMPOSITION.—Two dogs, near New York, were in the habit of going out together to hunt squirrels in the mountains. One of them, in pursuit of some game, got his head fast between two rocks, from which he could not extricate himself. He remained in this situation eight days, during which time his companion fed him daily. Watch, for this was his name, was observed to whine, and show great uneasiness; he would seize every bone and bit of meat he could find, and hasten up the mountain, reserving for himself only the crumbs which were shaken from the table. He also went often to the master of his friend, and by signs endeavoured to induce him to follow him. At length the master began to notice the conduct of the dog, and one day said to him, "Watch, do you know where poor Alonzo is?" The dog appearing to understand him, sprang up and coaxed him to follow him, and so conducted him to his imprisoned companion. The poor dog was found to have suffered greatly, for in addition to being nearly starved, he had worn the skin from his neck in his efforts to extricate himself. Fragments of the bones which Watch had brought lay around.

## BOOK NOTICES.

*New Series of Drawing Books.* An excellent series of Drawing Books has been prepared by the Canada Publishing Company, and we trust that our school teachers will examine them carefully before deciding upon what series of drawing books they intend to recommend to their pupils. Smith's system of Drawing is developed a further stage by the new series. Even Bartholomew's system is improved upon. Throughout the whole series, the natural method is adopted, and the stages from tracing to unaided copying are so gradual that a child cannot fail to follow the course with pleasure.

*Public School History of England and Canada.* By E. Mercor Adam and W. J. Robertson B.A., L.L.B. Published by Copp, Clark Company, Limited, Toronto. The main object of this work is, no doubt, to reduce the expense of text-books and to curtail their number. The history is well written and arranged in the most attractive manner, while the fact that it has been authorized by the Education Department of Ontario insures its success as a text book. There are two maps printed in bright colours, and these with the numerous illustrations, and the neat get up of the volume will tend to make it popular.

*Canada, its History, Productions and Natural Resources,* prepared under the direction of the Hon. John Carling, Minister of Agriculture, Canada. The compiler of this valuable work, as is explained in an introductory note, is George Johnson Esq., of the Department of Agriculture. In the 160 pages there is to be found information which must not only be of the greatest service to the intending immigrant, but of the utmost interest to the settler who has been in Canada for years. The book, while treating of the climate, extent, population, geology and trade of the country, gives an historical sketch referring to early explorations and the seizure of the territory by the English. The volume is beautifully bound in red cloth, bearing the imprint "Canada," and accompanying it is a fine map of the world, showing the geographical relationship between Canada and the other countries of the world, as well as a map of the Dominion of Canada by itself.

OUTLINES OF AESTHETICS, dictated portions of the Lectures of Hermann Lotze. *Boston: Ginn and Company.* This volume is one of a series of translations of Lotze's philosophical system, by Professor Ladd of Yale College. In the announcement which preceded the issue of the above work from the press, a promise was made that the volume would include an appendix, containing a brief biography of the German philosopher. This promise has not been fulfilled, and the translation justifies the omission, stating in the preface that it has not been his intention to speak or to cause others to speak *about* Lotze, but rather to let him, in his own chosen words, speak for himself. Rudolph Hermann Lotze was born, 1817, in Bautzen, Saxony and died in Berlin in 1881. For forty years he continued to fill the chair of philosophy in Gottingen University

which had become vacant through the death of Herbart, who did so much to turn the mind of the German student from the reveries of Schelling and the beclouded idealism of Hegel. Lotze did not escape from the influence of his predecessor, and has been accused of a tendency towards materialism; but he himself has distinctly declared in one of his works that he was neither of the idealism of Hegel nor of the realism of Herbart. His system has for its foundation the theory that the essence of everything is the part it plays in the realization of some idea, and that the full realization of the highest idea—the idea of the good, is to be found in an all-pervading mechanism, which has for its supreme government a personal God. The volume before us is a book which teachers will specially prize, and the translator deserves the greatest credit for the manner in which he has performed his task. The first division of the book contains two chapters, one on Beauty and Fancy, the other on the actualization of the Beautiful and its kinds, while the remaining portions of the book refer to Music, Architecture, Plastic Art, Painting and the Poetic Art. In some parts of the work it is not easy to understand the full purport of Lotze's language, and even when understood, it is not easy to agree with his opinions. He explains what Beauty is, not from the standpoint of a clear definition, or even with the intention of arriving at such, and it is no doubt on this account that the reader may be inclined to accuse him of haziness. But every chapter breathes a spirit of sympathy for all lines of thought, and it is in this there lies the great charm about the distinguished philosopher. The publishers have issued the book in their usual style of neatness, both in the binding and printing.

SELECT ORATIONS OF CICERO. *Boston: Quinn and Company.* A book like this can only have a limited sale as a text-book in Canada, considering the number of editions of single orations which are being published in the interests of economy and cram. The compilers of this work have certainly done their work in a manner the most accurate and thorough. The selection of Orations is really about the best that could be made, including as it does, *Pro Roscio, In Verrem, Pro Lege Manilia, In Catilinam, Pro Archia, Pro Sestio, Pro Milone, Pro Marcello, Pro Ligario*, and one of the *Phillipics* the XIV. Besides a concisely written biography, this beautifully printed volume contains exhaustive notes and a vocabulary. There are also several excellent illustrations which cannot fail to interest the student. Altogether, the compilation is worthy the highest recommendation, and we would counsel our teachers who may be engaged in the study of any of the above orations to procure a copy for themselves at least, as it will prove to be of the greatest assistance to them while conducting a class which may have been already provided with cheaper editions of single orations. The volume is one of the Allen and Greenough's Latin Series.

## BOARDS OF EXAMINERS.—PROTESTANT DIVISIONS.

List of Candidates who obtained Diplomas at the May examinations, under the regulations of the Protestant Committee of the Council of Public Instruction.

NAME.	Grade of Diploma.	Class of Diploma.	For what Language.
● AYLMER.			
Boucher, Fannie.	Elementary.	Second.	English.
Hodgins, Letitia.	"	First.	"
Hodgins, Lorina.	"	"	"
Mohr, Fred.	"	"	"
Smiley, Lila.	"	Second.	"
Thompson, James.	"	"	"
Tompkins, Fannie.	"	"	"
MONTREAL.			
Armstrong Julia.	Model.	First.	English & French.
Cameron, Minnie R.	Academy.	"	"
Clark, Maggie.	Elementary.	Second.	"
Cunningham, Jane J.	"	"	"
Dalgliesh, Carrie F.	Academy.	First.	"
Dunberry, Annie E.	Elementary.	Second.	English.
Farrell, Lizzie E.	"	"	"
Foster, Elizabeth.	"	"	English & French.
Graham, Marion R.	Academy.	First.	"
Geegan, Ida.	Elementary.	Second.	"
Honeyman, Howard H.	Model.	First.	English.
Hodgins, W. A.	Elementary.	"	"
Hill, R. S.	"	Second.	"
Hird, Lizzie.	"	"	English & French.
Judd, Alice E.	"	"	English.
Kenney, Mary Y.	"	"	"
Moore, Lizzie, J.	"	"	English & French.
Moore, Martha P.	"	"	"
McCruken, Maggie.	"	"	"
McMaster, Matilda.	"	"	"
Pringle, Mary G.	"	"	English.
Reeves, Archibald.	Academy.	First.	English & French.
Rowat, Tina C.	"	Second.	"
Ruddick, Victoria.	Elementary.	"	English.
Shepherd, Maggie.	Model.	First.	English & French.
Seton, Jessie M.	Elementary.	Second.	English.
Spindle, Mary.	"	"	English & French.
Strong, Maria M.	"	"	"
Van Vliet, Margaret H.	"	"	"
Var. Vliet, Mary A.	"	"	English.
Watson, Georgina, T.	Academy.	"	English & French.
Walker, Maggie.	Elementary.	"	English.
Wilson, Annie M.	"	"	"
PONTIAC.			
Cahms, Lucy Jane.	Elementary.	Second.	English.
Harris, Elizabeth.	"	First.	"
Smiley, Amelia E.	"	Second.	"
Smith, Harris M.	"	First.	"
Wilson, Mary E.	"	"	"

## BOARDS OF EXAMINERS—(Continued.)

NAME.	Grade of Diploma.	Class of Diploma.	For what Language.
RICHMOND.			
Campbell, Emma J.	Elementary.	First.	English.
McMichael, Jennie.	"	"	"
Morin, Ida.	"	Second.	"
Philbrick, Estella, E.	"	First.	"
Sloane, Lucy H. A.	"	"	"
SHERBROOKE.			
Andrews, Jennie.	"	Second.	English.
Bailey, Hattie L.	"	"	"
Berry, Priscilla J.	"	"	"
Chapman, Carrie R.	"	"	"
Cromwell, Isabella.	"	"	"
Damon, Ida E.	"	"	"
Downes, Lowella.	"	"	"
Duncan, Maud.	"	"	"
Graham, Rachel.	"	"	"
Hanright, Jennie.	"	"	"
Hooker, Jane E.	"	"	"
Ives, Clara E.	Model.	First.	English & French.
Lindsay, Minnie J.	Elementary.	Second.	English.
Orr, Rosina.	"	"	"
Osgoode, Alice M.	Model.	"	"
Page, Ruth.	Elementary.	"	"
Pettigrue, Myree.	"	"	"
Smiley, Lillie F.	"	"	"
Stacey, Idelia.	"	"	"
Stenning, Wm. A.	"	"	"
Stenning, Annie A.	"	"	"
Sutton, Mary.	Model.	"	"
Sutton, Maggie.	"	"	"
Truell, Newton T.	Academy.	"	English & French.
Vail, Nellie E.	Elementary.	"	English.
Ward, Emma.	"	"	"
Willard, Lillie A.	"	First.	"
Wilder, Florence.	"	Second.	"
Wood, Ellen F.	"	First.	"
Wood, Melmer S.	"	Second.	"
STANSTEAD.			
Cleveland, E. M.	Elementary.	First.	English.
Davidson, Ella.	"	Second.	"
Emery, N. A.	"	First.	"
Holmon, L. N.	"	Second.	"
Hovey, M. E.	"	First.	"
Le Baron, B. H.	"	Second.	"
Robinson, M.	"	First.	"
Wheeler, M. L.	"	Second.	"
Webster, R.	"	First.	"
Woodward, Lulu.	"	"	"
Woodward, M. C.	"	"	"

## BOARDS OF EXAMINERS.—(Continued.)

NAME.	Grade of Diploma.	Class of Diploma.	For what Language.
BEDFORD.			
Adams, Laura J.	Elementary.	Second.	English.
Aitken, J. F.	"	"	"
Aitkens, Orlando.	"	"	"
Allard, E.	"	First.	"
Arthur, Anna J.	"	Second.	"
Ball, Anna A.	"	First.	"
Baker, Bertha E.	"	"	"
Bates, Martha D.	"	Second.	"
Boright, B. B.	"	First.	"
Buck, Jessie A.	"	"	"
Burbank, Myrtle.	"	Second.	"
Butterfield, Jessie W.	"	First.	"
Cady, Ida M.	"	Second.	"
Cameron, George A.	"	First.	"
Carter, Lila A.	"	"	"
Caverly, H. G.	"	Second.	"
Chamberlain, C.	"	First.	"
Currie, Grace.	"	"	"
Ewing, Annie E.	"	"	"
Foss, Carrie.	"	"	"
Fuller, Geo. D.	"	"	"
Gardner, Adelaide.	"	"	"
Gibson, Eunice E.	"	"	"
Graves, Mary A.	"	"	"
Hastings, Dora E.	"	"	"
Hunter, Ida W.	"	Second.	"
Jackson, Mary A.	"	First.	"
Johnson, Mary.	"	"	"
Joyall, Flora M.	"	"	"
Kittredge, Effie.	"	"	"
Martin, Florence.	"	"	"
McLeod, Barbara.	"	"	"
Miller, Lila.	"	"	"
Orcut, Stella R.	"	"	"
O'Regan, Minnie.	"	"	"
Pehlemann, Elizabeth;	"	"	"
Reynolds, R. B.	"	"	"
Ralston, Bertha.	"	"	"
Ruiter, Minnie A.	"	"	"
Sanborn, Lynlia A.	"	Second.	"
Scott, Edna.	"	First.	"
Scott, Mabel.	"	Second.	"
Shufelt, Fannie.	"	First.	"
Shufelt, J. I.	"	"	"
Spencer, Arvilla.	"	"	"
Spencer, Hattie.	"	"	"
Teel, Ruth M.	"	"	"
Tree, Emma.	"	"	"
Truab, Armittai.	"	"	"
Unwin, Edith.	"	"	"
Wilkinson, Effie J.	"	"	"

## BOARDS OF EXAMINERS—(Continued.)

NAME.	Grade of Diploma.	Class of Diploma.	For what Language.
BEDFORD.			
Wilson, Elizabeth A.	Elementary.	Second.	English.
Wilson, Florence S.	"	First.	"
Woodbury, Nellie.	"	"	"
QUEBEC.			
Brown, Benj.	"	Second.	"
Higginscu, Bessie.	Model.	First.	"
McCullough, Robert.	Elementary.	Second.	"
Massenger, J. W.	Model.	First.	"
Stobo, Kate E.	"	"	"
Thompson, Jennie.	Elementary.	"	"

## NOTICES FROM THE "OFFICIAL GAZETTE."

The Lieutenant-Governor has been pleased, by Order in Council dated 31st July, 1886, to appoint the Rev. A. G. Upham, Montreal, member of the Protestant Board of School Commissioners of Montreal, to replace the Rev. Dr. Stevenson, whose term of office has expired and who desires to retire from this Board.

31st July—To appoint two School Commissioners for the municipality of Barford, county of Ottawa. O. G. 1616.

31st July—To reappoint C. H. H. Wadleigh, Esq., Trustee of the Dissident Schools of Kingsley, county of Drummond. O. G. 1616.

4th August—To appoint a School Commissioner for the municipality of St. Paul de la Croix, county of Temiscouata; one for Barrachois, county of Gaspé; one for Notre Dame de Montauban, county of Portneuf, and one for Stoke, county of Richmond. O. G. 1616.

4th August—To detach certain lots from the municipality of Clarendon and to annex the same to the municipality of Portage du Fort, County of Pontiac, for school purposes. O. G. 1618.

4th August—To detach certain lots from the municipality of Marston and to annex them to the municipality of Whitton, county of Compton, for school purposes. O. G. 1618.

10th August—To appoint a Trustee for the municipality of St. Malachie d'Ormstown, county of Chateauguay; one for St. Canut No. 1, county of Two Mountains, and one for Lowe, county of Ottawa. O. G. 1616.

10th August—To appoint a School Commissioner for the municipality of "Petit Cap," county of Gaspé; one for "Pointe a Gatineau," county of Ottawa, and one for Notre Dame du Portage, county of Temiscouata. O. G. 1617.

10th August—To erect a new school municipality under the name, "Municipalité du Grand Rang of the parish of Ste. Mélanie," county of Joliette. O. G. 1618.

10th August—To annex certain lots of the parishes of Ste. Martine and Très Ste. Sacrement to the municipality of Howick, county of Chateauguay, for school purposes. O. G. 1619.

10th August—To erect into a distinct school municipality the village of Lake Weedon, county of Wolfe. O. G. 1619.

14th August—To appoint a School Commissioner for the municipality of Ste. Justine, county of Dorchester. O. G. 1662.