

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/  
Couverture de couleur

Coloured pages/  
Pages de couleur

Covers damaged/  
Couverture endommagée

Pages damaged/  
Pages endommagées

Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées

Cover title missing,  
Le titre de couverture manque

Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées

Coloured maps/  
Cartes géographiques en couleur

Pages detached/  
Pages détachées

Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/  
Transparence

Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur

Quality of print varies/  
Qualité inégale de l'impression

Bound with other material/  
Relié avec d'autres documents

Continuous pagination/  
Pagination continue

Tight binding may cause shadows or distortion along interior margin/  
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Includes index(es)/  
Comprend un (des) index

Title on header taken from: /  
Le titre de l'en-tête provient:

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/  
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Title page of issue/  
Page de titre de la livraison

Caption of issue/  
Titre de départ de la livraison

Masthead/  
Générique (périodiques) de la livraison

Additional comments: /  
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below /  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
						✓					

THE  
EDUCATIONAL RECORD

OF THE  
PROVINCE OF QUEBEC,

PUBLISHED BI-MONTHLY, UNDER THE AUTHORITY OF THE PROTESTANT COMMITTEE OF  
THE BOARD OF EDUCATION, AND CONTAINING THE OFFICIAL  
ANNOUNCEMENTS OF THE BOARD.

EDITED BY R. W. BOODLE.

CONTENTS:

	PAGE
Proceedings of Protestant Comm. of Council of Public Instruction..	173
McGill Normal School—Closing Exercises.....	175
Ladies' Educational Association.....	179
School Report .....	<i>Inspector Hubbard.</i> 181
"    " .....	<i>Inspector Fothergill.</i> 186
A. A. Examination .....	190
General Exercise Hour.....	<i>Miss Jane Luttrell.</i> 192
Moral and Civil Instruction .....	<i>A. Vessiot.</i> 195
Teacher's Conscience.....	<i>President Eliot.</i> 199
Reading .....	203
How Arithmetic should be Taught .....	205
Educational Topics—The Superintendent's Report .....	212
Professor Seeley on Education .....	213
Book Notices.....	217
Local Items .....	218
Miscellaneous .....	222
Official Announcements .....	223

MONTREAL:  
GAZETTE PRINTING COMPANY.  
1883.

PUBLICATIONS

— OF —

# The Gazette Printing Company

## THE GAZETTE

(ESTABLISHED 1778)

The Oldest and Best Paper in the Dominion.

DAILY, \$6.00 A YEAR. - - - WEEKLY, \$1.00 A YEAR.

## THE LEGAL NEWS,

THE ONLY WEEKLY LAW PAPER IN CANADA.

JAMES KIRBY, LL.D., D.C.L., Editor. SUBSCRIPTION, \$4.00 A YEAR.

## Canada Medical & Surgical Journal

The oldest Medical Journal in the Dominion. Published Monthly.

GEO. ROSS, A.M., M.D., and T. G. RODDICK, M.D., Editors.

SUBSCRIPTION, - - - \$3.00 A YEAR.

## THE EDUCATIONAL RECORD,

Published every month, under the authority of the Protestant Committee of the Board of Education, and containing the official announcements of the Board.

SUBSCRIPTION, - - - \$1.00 A YEAR.

## Book and Job Printing Department,

THE BEST APPOINTED JOB PRINTING HOUSE IN CANADA.

Estimates Given. All orders by mail or telegraph promptly attended to.

ADDRESS.

**RICHARD WHITE, Man. Dir..**

*Gazette Printing Co., Montreal.*

THE  
**EDUCATIONAL RECORD**  
OF THE  
**PROVINCE OF QUEBEC.**

---

---

No. 4.

AUGUST, 1883.

Vol. III.

---

---

PROCEEDINGS OF THE PROTESTANT COMMITTEE OF  
THE COUNCIL OF PUBLIC INSTRUCTION.

EDUCATION OFFICE,

QUEBEC, 7th July, 1883.

A special meeting of the Protestant Committee was held this day on the call of the Chairman for the consideration of matters connected with the McGill Normal School. Present:—The Lord Bishop of Quebec, Chairman; the Hon. the Superintendent of Public Instruction, Dr. Dawson, Dr. Mathews, the Hon. James Ferrier, Dr. Hemming, the Hon. W. W. Lynch.

The Hon. W. W. Lynch introduced the subject of Principal Hicks' application to be relieved from the duties of his office and to receive a retiring allowance, and stated that, though no pension could be provided at present, he thought satisfactory arrangements could be made so as to meet the wishes of Principal Hicks.

Principal Dawson, as chairman of the Committee of McGill University for the superintendence of the McGill Normal School, reported that it was the unanimous wish of that Committee that the recommendation of the Protestant Committee of the Council of Public Instruction should be in favor of Sampson Paul Robins, LL.D., as Principal and ordinary Professor of the McGill Normal School, in case Principal Hicks should be relieved from the duties of his office.

It was accordingly unanimously resolved:—

That in consideration of the application of Principal Hicks to be relieved from the duties of his office and to receive a retiring allowance, and of the

reasons attached thereto in connection with his long period of services, it be requested of the Government:—

(1) That Principal Hicks be relieved from the active duties of his office as Principal and Professor, retaining half of his present salary until by the Pension Act or otherwise his pension shall be finally secured.

(2) That he be allowed to retain the title of "Emeritus Principal and associate Professor."

(3) That in the event of the above arrangements being carried out, Samuel Paul Robins, LL.D., now associate Professor of the McGill Normal School, be and hereby is recommended to the Government for appointment to the office of Principal and ordinary Professor of English language and Literature in the said school along with the duties now discharged by him as an associate Professor, and that his title be Principal and ordinary Professor of English Language and Literature and Instructor in the Art of Teaching and the Natural Sciences.

(4) And that the sum of \$600.00 reported by the Superintendent of Education as available in aid of the fund of the Normal School be employed in furtherance of the above arrangements.

It was then unanimously resolved, on motion of Dr. Dawson :

"That this Committee desires, on occasion of the retirement of Principal Hicks, to congratulate him on his long and successful career as a teacher, and on his now being able to secure needed repose in his declining years, and to express to him the estimation in which his labours are held by this Committee and by the friends of Education generally in this Province, and the earnest prayer that he may be long spared to enjoy his retirement from the toils of office. That this resolution be communicated to Principal Hicks."

Principal Dawson having stated that Mr. F. W. Hicks had been incapacitated for work by ill-health for some time past and would not be able to resume his duties next session, and that the Normal School Committee had decided to recommend to the Superintendent of Public Instruction that leave of absence be granted Mr. F. W. Hicks, and that he be allowed half his salary as Model School Master, namely, seven hundred dollars (\$700.00), it was unanimously resolved that this Committee concurs in this recommendation.

ELSON J. REXFORD,  
Sec. pro tem.

---

## MCGILL NORMAL SCHOOL.

## CLOSING EXERCISES.

The closing exercises of the McGill Normal School took place on June 28th. Principal Hicks opened the proceedings by a brief review of the year's work, which was as follows:—

MR. CHAIRMAN,—I have at the end of the twenty-sixth session of the McGill Normal School to present my annual report. We have admitted into the school since the opening, on the first of September last, one hundred and thirty-six pupils. Of these, twelve were male students and one hundred and twenty-four female students. Sixty-eight were from the county districts and the same number (sixty-eight) from Montreal. At the end of the session, after careful examination, I am now able to recommend to the Hon. the Superintendent for diplomas 86 pupils, 9 for Academy diplomas, 31 for Model School diplomas and 16 for Elementary diplomas. To these must be added a graduate of the McGill University, who recently applied to me in order to obtain our Academy diploma in accordance with existing regulations.

At the close of last session eighty-eight of our students received diplomas, and I have been enabled to obtain the following particulars connected with them. The whole of those who obtained Academy diplomas, seven in number, found situations immediately, and are at present engaged in important schools in the province. Of the twenty-nine who received Model School diplomas, seven returned to obtain a higher certificate, of two I have not been enabled to gather any particulars, and twenty found situations and have been the whole of the present session engaged in teaching in this province. Of those who received Elementary diplomas, fifty-two in number, twenty-three returned to the school in order to obtain a higher diploma, nine as yet have not furnished me with any particulars as to their occupation, and twenty are engaged in schools in the province, nearly the whole of them in country schools. It will be seen from this statement that of the eighty-eight of our students receiving diplomas at close of last session, forty-seven became teachers in the province, thirty re-entered the school for further advancement in the profession, and of the eleven not accounted for, it may be that some of them are engaged in teaching, but have neglected to furnish the necessary information. During the present session, I have been desirous, as far as the time at my disposal would allow, to obtain particulars connected with our former students, similar to the foregoing, as it is important that it should be well understood that young persons who enter our Normal School, and profess a desire to become teachers in the Province, fulfil their engagements as soon as they are permitted to do so. I have very little to report with reference to the general work of the institution. Of the large number of young persons who entered this session, a fair proportion were eminently fitted in many respects to become teachers, the whole were attentive and painstaking, and we have been enabled to choose a large number to recommend to the Hon. the Superintendent as fit to receive diplomas. The school has during the whole of the session worked

smoothly and I trust profitably, and I have much hope that the province will reap some good from what has been accomplished in the past year. The Model Schools of our Normal School have been as efficiently carried on as in past years. I am sorry to be obliged to state that at the beginning of the session Professor Hicks, head master of the boys' school, on account of illness, was obliged to give up his work, but through the kindness of the authorities of the institution, he has been allowed a period of rest, which, I trust, will ultimately be of benefit to him. Mr. Stephens has had temporary charge of the school in the meantime, and has given much satisfaction. Miss Swallow has had the care of the girls' school and Miss Derick of the primary school. These teachers of our Model or practising schools, for the part they have taken in the training of our Normal School pupils, deserve the highest praise. The professors who have aided me in the Normal School are so well known on account of their connection with educational matters generally, that I need hardly say the institution has derived great benefit from their labors during the whole of the past session. Of the reverend gentlemen who have now, for several years, been giving their attention gratuitously to our religious instruction classes, I must speak in the highest terms. In doing this, I feel sure the whole of our students will willingly join me. In conclusion, I beg to thank the Normal School Committee and their chairman, Dr. Dawson, for their attention to many important matters claiming their consideration during the past session.

## THE PRIZE LIST.

The following is the prize list:—

## UNIVERSITY GRADUATE—ACADEMY DIPLOMA.

Wellington Dixon, B.A., of Montreal.

## ACADEMY DIPLOMAS.

- |   |  |
|---|--|
| 1. Francis Topp, of Granby, P.Q.,<br>Marquis of Lorne Silver Medal. | 5. Lizzie Coe, of Montreal.              |
| 2. Annie Barr, of Montreal.   | 6. Elwin Blanchard, of Mansonville, P.Q. |
| 3. Maria Tucker, of Sorel, P.Q.                                     | 7. Mary Watson, of Montreal.             |
| 4. Harriet Bothwell, of Durham,<br>P.Q.                             | 8. Mand Lamb, of Montreal.               |
|   | 9. Jane Palmer, of Montreal.             |

## MODEL SCHOOL DIPLOMAS.

- |  |   |
|--|---|
| 1. Effie Fowler, of South Stukeley,<br>P.Q., Prince of Wales Medal and<br>Prize. | 10. John Ashcroft, of Montreal.                     |
| 2. Marion E. Allen, of Waterloo,<br>P.Q.   | 11. Isabella Brown, of Windsor, P.Q.                |
| 3. Fanny Cowling, of Robinson,<br>P.Q.   | 12. Owen Rexford, of Knowlton<br>Landing, P.Q.      |
| 4. Isabella H. Ferguson, of St.<br>Anicet, P.Q.                                  | 13. Catherine Colquhoun, of Wil-<br>liamsburg, Ont. |
| 5. Annie Ross, of Montreal.  | 14. Beatrice Bellenden, of Dunbar,<br>Ont.          |
| 6. Marion Taylor, of Montreal.   | 15. Emily Gross, of Montreal.                       |
| 7. Mary Elliott, of Montreal.  | 16. Lucile Vessot, of Joliette, P.Q.                |
| 8. Mary Watt, of Dewittville, P.Q.   | 17. Christina Walkinshaw, of St.<br>Anicet, P.Q.    |
| 9. Amanda Holland, of St. Charles,<br>P.Q.                                       | 18. Isabella Grant, of La Guerre,<br>P.Q.           |
|  | 19. Kathleen Herbert, of Montreal.                  |

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 20. Martha Scott, of Montreal.       | 26. Jane Russell, of Montreal.       |
| 21. Mary Metcalf, of Montreal.       | 27. Christian Traquair, of Montreal. |
| 22. Agnes Smith, of Montreal.        | 28. Sid. Graber, of St. Armand, P.Q. |
| 23. Augusta Duclos, of Montreal.     | 29. Mary Kingan, of Montreal.        |
| 24. Christina Rankin, of St. Anicet. | 30. Lellie Lamb, of Montreal.        |
| 25. Annie Walsh, of Montreal.        | 31. Louisa Binmore, of Montreal.     |

## ELEMENTARY SCHOOL DIPLOMAS.

- |  |  |
|--|--|
| 1. Sophie E. Bacon, of Sherbrooke, P.Q., J. C. Wilson Prize. | 24. Sarah Simpson, of Melbourne, P.Q.        |
| 2. Elizabeth Hepburn, of Bury, P.Q.                          | 25. Harriet McMillan, of Montreal.           |
| 3. Florence Wilson, of Montreal.                             | 26. Gertrude Lyford, of Sherbrooke, P.Q.     |
| 4. Janet Laurie, of Montreal.                                | 27. Margaret Houghton, of Montreal.          |
| 5. Ida Clark, of Valleyfield, P.Q.                           | 28. Lizzie Baird, of Ormstown, P.Q.          |
| 6. Julia Dairs, of St. Andrews, P.Q.                         | 29. Martha Colquhoun, of Williamsburg, Ont.  |
| 7. Jane Bremner, of Montreal.                                | 30. Margaret Scoer, of St. Chrysostome, P.Q. |
| 8. Isabella Hargraves, of Sherbrooke, P.Q.                   | 31. Harriet Straker, of Hemmingford, P.Q.    |
| 9. Laura Pickett, of Montreal.                               | 32. Margaret Ellicott, of Montreal.          |
| 10. Mary Pentland, of Quebec.                                | 33. Charlotte Gordon, of Montreal.           |
| 11. Harry Truell, of Barnston, P.Q.                          | 34. Mary Moore, of Lacolle, P.Q.             |
| 12. Charles Converse, of Barnston, P.Q.                      | 35. Helena Millan, of Montreal.              |
| 13. Ida Taylor, of Montreal.                                 | 36. Clementina Kerr, of Montreal.            |
| 14. Maggie Darling, of Montreal.                             | 37. Laura Binmore, of Montreal.              |
| 15. Martha Kerr, of English River, P.Q.                      | 38. Robert Phelps, of Knowlton, P.Q.         |
| 16. Caroline Abbott, of Boscobel, P.Q.                       | 39. Marie Riendeau, of Angela, P.Q.          |
| 17. Helen Bickerdike, of St. Henri, P.Q.                     | 40. Thomas Wingham, of Montreal.             |
| 18. Free love Gilman, of Mansonville Station, P.Q.           | 41. Mary Thompson, of St. Lambert, P.Q.      |
| 19. Elizabeth Maw, of Ormstown, P.Q.                         | 42. Martha Miller, of Laprairie, P.Q.        |
| 20. Barbara Irving, of St. Lambert, P.Q.                     | 43. Marion Cook, of Chateauguay, P.Q.        |
| 21. Isabella Reed, of Montreal.                              | 44. Helen Hiles, of Montreal.                |
| 22. Kate McGarry, of Montreal.                               | 45. Mary Bale, of Mille Isles, P.Q.          |
| 23. Free love Peabody, of Potton, P.Q.                       | 46. Hannah Robinson, of Montreal.            |

Musical selections by some of the young lady pupils followed, and Miss Annie Barr, on behalf of the Academy class, read the valedictory, Prof. McGregor replying on behalf of the teaching staff, after which the Hon. G. Ouimet addressed the pupils in French.

Dr. Dawson then spoke as follows:—

MR. SUPERINTENDENT, MR. PRINCIPAL, LADIES AND GENTLEMEN,—As this is to be my last appearance for the present on the educational stage of this city, I rejoice that it is at a meeting which I have always regarded as the most hopeful and important of our annual educational gatherings. At this meet-



ing we send forth not merely those who have received educational benefits but those who are to confer educational benefits of the highest order; and as from year to year the students of this school go forth with their diplomas, they constitute an invaluable and increasing power for good, and this is the case to whatever grade of educational position they may be assigned. Some go to occupy the highest positions or may rise to these, others go to be the humble teachers of small district schools, but all go to confer blessings on the country. I saw yesterday a lady trained in this school who is now principal of one of the largest and most successful colleges for ladies in this country, and I rejoice to know that many others occupy like distinguished positions. But I do not undervalue the labors or the position of those who go into the common schools; their work is one to be felt in the future, and in nothing more than in the standing of teachers themselves. We hear much of the poor pay and little encouragement accorded to teachers, and no doubt there is good reason for complaint. But we shall never remedy this evil either by legal compulsion or by scolding the commissioners and parents. It must be remedied from the other side of the matter by holding forth before the people the example of good education given even under the present difficult circumstances. It is only by missionaries and even by martyrs that humanity can be really elevated, and such are many of our young teachers, who, while suffering much hardship themselves, are preparing better things for others. We should all sympathize with them and do all in our power to further their good work and elevate their position. I commend this matter of the kind and friendly and liberal treatment of those who are really good teachers to all who have right feeling, and more especially to all affectionate and thoughtful parents. It is an open secret, Mr. Superintendent, that the now venerable Principal of this school has for some time desired that his long and useful labors should be closed in time to enable him to enjoy a little repose in his declining years. You yourself, sir, and the members of the government, have felt the reasonableness of the wish, and though we could desire in the interests of education to retain the services of Principal Hicks a little longer, we all feel that he is fully entitled to the rest which he seeks, and I believe it is the wish and intention of the Government that as soon as possible he shall be furnished with an adequate retiring allowance. It is proper, therefore, in present circumstances, and more especially on the eve of my departure for a time, that I should express here the feeling entertained by the University with reference to the wish of Principal Hicks, and our sincere good wishes for his happiness in the retirement which he seeks. It has been the enviable lot of Principal Hicks to have been the means of sending forth into the schools of this country many hundreds of trained and efficient teachers, who constitute a monument and a memorial more honorable and enduring than that which any man or any country can rear; and I may condense what he has done into one word in saying that he has been a father to all the students of this school—a kind and patient father, ever seeking to guide and benefit them, and taking a very lively individual interest in their welfare; and I trust that, even if relieved from active duty, he will still continue to be a father to

the school, and to give it the benefit of his valuable aid and counsel. In an institution like this it is well that not merely the head but also his colleagues shall be men of the right stamp, and I must say here that since the organization of this school in 1857, we have been highly favoured in this respect. That the school should have secured and retained the services of such men as Principal Hicks, Dr. Robins, Dr. McGregor and Prof. Darcy, should be a source of profound gratification and thankfulness to all friends of education. And we have the satisfaction to know that should the Principal be enabled to retire, it will not be necessary to go beyond the staff of the school to supply his place, and he will have the satisfaction of knowing that the great work of his life will be left in competent hands, in the hands of those who have long worked with him.

Prof. Hicks made a few remarks in regard to his proposed retirement, which he thought well earned by his forty-five years of service. The benediction was then pronounced and the National Anthem sung, after which the company dispersed.

#### LADIES' EDUCATIONAL ASSOCIATION.

During the twelfth session of the association the following courses of lectures were delivered. "The External Senses," by Dr. Buller, "Elizabethan Literature," by Professor Moyses; "Invertebrate Animals," by Dr. Dawson; "Mexico, Peru and the Spanish Main," by the Rev. Professor Campbell. Dr. Dawson's course is an era in the history of the Ladies Educational Association as being the first held in the Peter Redpath Museum. There has also been, in connection with, and under the auspices of the Association, a French class, which Professor Darcy volunteered to conduct, in the hope of encouraging the study of French.

The report of certificates given during the session is as follows:

SUBJECT.	Class I.	Class II.	Class III.	Class IV.	Total.	Total during Session
The External Senses.....	10	5	4	.....	19	
English Literature.....	16	2	6	.....	24	
History of Spanish Discovery, &c.	12	.....	.....	.....	12	
Zoology—Invertebrate Animals..	4	6	.....	.....	10	—65

Eight competitors for the prizes passed all the examinations of the session. That for Zoology was awarded to Miss Georgina Hunter. The same lady came out equal with Miss Margaret Waud in the examination on History, and the prize for that subject was divided between them. Three ladies are this session entitled to certificates for a three years' consecutive course of the lectures of the Association, Mrs. Ella F. M. Williams, Miss

Elizabeth L. Johnson and Miss Margaret Waud. All have taken a high standing in the three years' examinations.

The financial position of the Association is decidedly improved. The receipts from members' list have been \$874.00; students' tickets, interest, &c., \$178.25; net proceeds of evening lecture, \$87.27; grant, \$50; total expenditure, \$1,177.30, leaving \$22.99 balance.

As the programme for the ensuing session, 1883-4, the committee advertise an inaugural lecture to be delivered in the Synod Hall, September 27th, to be followed by the following courses of ten lectures each:—

“The elements of Structural and Systematic Botany,” by Professor D. P. Penhallow, B. Sc., Lecturer in Botany, McGill College. The Introductory Lecture will be delivered on Monday, October 1st, at 4 P. M.

“Political Economy,” by Professor J. Clark Murray, LL.D. The Introductory Lecture will be delivered on Thursday, October 4th, at 4 P. M.

“Shakespeare,” by Professor C. E. Moyse, B.A. The Introductory Lecture will be delivered on Thursday, January 10th, at 4 P. M.

“Domestic Surgery and Nursing,” by Professor T. G. Roddick, M.D. The Introductory Lecture will be delivered on Monday, January 14th, at 4 P. M.

The Introductory Lecture of each Course is free to ladies. The students who have attended each Course will be afforded an opportunity of submitting themselves for examination on the subjects of the Lectures, and to those who pass such examination satisfactorily certificates to that effect will be given. A special certificate will be granted to ladies who have attended a three years' Course of the Lectures and passed all the examinations of the Association.

The “*Hannah Willard Lyman Memorial Fund*” will provide two equal prizes in books, properly inscribed, to the regular students who shall take the highest marks in the first class in the written examinations in one of the subjects at the end of the Session, under the following conditions:

1. Competitors will be required to have passed creditably in all the subjects of the Session.
2. No Student can receive a prize more than once in any one subject.

3. In no case shall more than two prizes be awarded to the same student.

The special text-books required for the work of the Session, as well as books of reference, are contained in the Library of the Association at Mrs. Hill's, Phillips' Square. To this any member or student has access by the annual payment of 50c. for the Session or 25c. for the half Session. The Library is open daily from 10 A. M. to 6 P. M., and the books can be taken home under certain regulations.

Communications should be addressed to Mrs. Mercer, Hon. Secretary, 9 Prince of Wales Terrace; or to Miss Helen Gairdner, Assistant-Secretary, 15 St. Edward Street, of whom tickets may be had.

## INSPECTOR HUBBARD'S REPORT.

*For the Year Ending June, 1883.*

SHERBROOKE, May 15th, 1883.

*The Hon. Superintendent of Public Instruction, Quebec.*

SIR.—I have the honor to submit my Annual Report and Statistical Table for the current scholastic year.

The footings of the Table will show but little variation, perhaps a slight decrease, from those of last year. The unusual severity of the winter doubtless affected the attendance for that term, particularly in the thinly settled districts. You will notice that I have undertaken to fill out the new Table, though in a few particulars I have been able to do so with only approximate certainty; this is true, particularly in regard to such points as the "Average" and "Amount of Salaries,"—with reference to which entire accuracy can hardly be secured when teachers are frequently changed. The question of *Mixed Schools* is, also, one of some uncertainty. You will notice that I have reported fewer under that head than in my last Table; the cause is mainly in the difference in the manner of reporting. In my last Table I included all schools as *mixed* which were attended by any number whatever of Catholic children; in the Table now sent, I have not included as mixed those schools which have occasionally one or two Catholic pupils. I may add with reference to this point that only a few of those schools reported as mixed, have a very considerable proportion of Catholic pupils.

The following is a brief recapitulation of the "Grand Totals" as given in my Table: Whole number of Elementary Schools, 286; pupils, 6,614. Model Schools, 8; pupils, 336. Academies, 8; pupils, 763. Colleges, 2; Students, 158. Schools under control of Commissioners, 278; of Trustees, (dissentient) 13; Independent, 13. Whole number of schools reported for this year, 304; attendance, 7,831,—4,012 boys and 3,819 girls. Of the 291 schools reported "under control" of Commissioners and Trustees, 6 are *graded schools*, having from 2 to 5 departments; 3 of these having the senior departments classed as Academies, and 1 as a Model School. Two others (not graded) are Academies, and 6 Model Schools. Of the 13 reported as "Independent," 5 are Academies and Colleges, receiving Government aid; the others are wholly independent or private. Nine districts had no school during the year, and about 60 had school for only part of the year; the cause generally being want of a sufficient number of children who could attend school. I visited all the schools which were in operation at the time of my tours (generally going to those not in operation) once during the year; and all twice, except 4 in summer and 12 in winter; several of these would have been visited but for their closing very early, and I was prevented from reaching others by the very unfavorable state of the roads when I was in their vicinity. I made in all 490 visits, requiring about 2,700 miles travel.

In accordance with the instructions of your circular of the 17th November last, I held, during the winter, four County Teachers' Meetings,—in all of which I had the very valuable assistance of the Rev. Secretary Rexford. Although unfortunately occurring in every instance in exceedingly unfavorable weather, these meetings were attended with very gratifying results—beyond my expectations—and I trust, will prove of valuable service in awakening and deepening intelligent interest among the teachers in their work. I have also attended, with Mr. Secretary Rexford, several conferences of school commissioners, which, I am confident, will be productive of good results. I have much hope that the improvements proposed, though meeting at first with some opposition, will in most cases prevail, and I shall do all in my power to encourage and assist in carrying out the suggestions contained in your circular of the 3rd of April last. In addition to the meetings above mentioned, I have had, during the year,

several special meetings with School Commissioners and others, for the purpose of advice or assistance in the settlement of difficulties. I may add that, nearly all these meetings having taken place during school terms, they have necessarily proved some interruption to the regular work of inspection, rendering it more difficult to reach all the schools while in session.

I referred, in my last report, to several casualties to school buildings. St. Francis College has been re-built, and when fully completed as intended, will be a fine building. Danville Academy has not been renewed, the Commissioners having provided instead a building suitable for a graded school, which is in successful operation. Durham Model School house was completed, and several elementary school houses have been rebuilt, and others thoroughly repaired; a few others need the same heroic treatment; though the school houses generally are "good" or "middling." One or two buildings for graded schools are in contemplation, if not in actual process of construction. In some cases there is still want of proper arrangements for the supply of firewood. The blackboards in too many cases are only passable, and very few school houses have wall maps or globes.

The schools are generally pretty well supplied with books, though there is still, in several localities, want of uniformity; unauthorized books being still used in too many cases. As regards the furnishing of books, I feel compelled to express dissent from the proposal to have the books supplied to the schools free by the School Commissioners, as I am quite confident that in the schools under my supervision that plan would not generally prove satisfactory or successful. As regards teachers and finances, I have nothing special to report, any extended remarks would be essentially a repetition of what I stated in my last report.

By your circular dated the 17th November last, we are instructed to classify the municipalities in our districts under the heads: 1. Excellent; 2. Good; 3. Middling; 4. Bad; and 5. Very Bad. Arranging in order of merit, the classification to be based upon the following points:

1. The manner in which School Commissioners and Secretary-Treasurer discharge their duties.
2. The condition of School houses.
3. School apparatus.

4. The use of authorized text books.
5. The efficiency of the teachers.
6. Salaries of Teachers and method of payment.

I may say that I have found it very difficult to make this classification, particularly as I have made only one tour of visits since the circular was issued. In my winter visits, however, I have adopted a uniform system of marking each school with reference to the several points required, which I have endeavored to carry out impartially in all the municipalities. I hardly need remark that this classification shows nothing in regard to the comparative proficiency or advancement of the schools; and it should be borne in mind that municipalities ranking well on the 1st, 2nd and 5th points may readily, by marking low on the 3rd, 4th and 6th points, or part of them, fall below others to which in some respects they are superior. I have found it necessary to make only three classes (I., II. and III.), and I have placed all the village municipalities of Class II. together, without reference to their rank, as compared with the rural municipalities. Several of the latter average so nearly equal that their arrangement is as much a matter of convenience as of actual difference of rank.

CLASS I.—Sherbrooke, Coaticook, Richmond, Lennoxville, Danville.

CLASS II.—*Villages*: Stanstead Plain, Windsor Mills, Bute Plain, Melbourne Village, Dixville. *Rural*: Durham, South Durham, Cleveland, Shipton, Bury, Ascot, Newport, Eaton, Magog, Oxford, East Clifton, Stanstead, Barnston, Hathby, Compton, Dudswell, Melbourne, Windsor, Clifton, Westburg, St. Pierre, Kingsey Falls, Kingsey, Brompton.

CLASS III.—Barford, Tingwick (dis.), Harford (dis.), Auckland (only one school under my supervision).

As regards number of schools and pupils, Stanstead stands highest and Auckland lowest; the former having 33 elementary schools, with an average of  $21\frac{1}{2}$  pupils.

I regret that, owing to the very large number of schools under my inspection, I find it impossible with the utmost industry and effort to do all that ought to be done during the terms of school, either in the way of visiting or general work. I am of necessity obliged to make visits unduly short, or to omit visiting a considerable portion of the schools; my aim has been to leave as few

omissions as possible. As a desirable item of general work, I have been considering the plan of competitive examinations, which, I notice, has been tried with good results by Inspector McGregor, but with my present limits, I hardly dare undertake any more general work.

I have but few suggestions to offer. I have thought that the regulations respecting 'Teachers' Diplomas should be so modified as to provide that diplomas granted by Protestant or Catholic Boards should be valid only for schools of a corresponding religious faith. I am glad to learn that a limit is proposed to be set upon "Second Class" diplomas. I regard with favor the suggestion of a small *prize* to candidates taking the highest marks, though it might be more useful to give educational books—works on teaching, etc.,—instead of cash prizes.

I cannot see that any advantage would be gained, but rather the contrary, in the substitution of three School Commissioners in place of five. In the larger municipalities the present number does not seem at all excessive. For the village municipalities, and the smaller rural sections, three would undoubtedly answer quite as well. Could there not be a separate provision in this respect for village municipalities?

As I have given the details of the several municipalities and schools in my statistical table and in the bulletins of inspection, it seems unnecessary to give further details in this report. I beg to express my gratification with the increased number of prize books furnished me, which has enabled me to give better satisfaction in the award; but teachers still frequently express disappointment that I am not able to award prizes at each visit; which I hardly need say is impossible even with present supply.

I must not omit a reference to the annual convention of the Provincial Protestant Teachers' Association, held here at the beginning of the year; a meeting attended with much interest, and I trust with lasting benefit.

I have the honor to be, sir,

Your obedient servant,

H. HUBBARD,

*School Inspector.*



## INSPECTOR FOTHERGILL'S REPORT.

*For the year ending June, 1883.*

QUEBEC, 17th July, 1883.

The Hon. GÉDÉON OUMET, D.C.L.,  
*Superintendent of Public Instruction, &c., &c.*

SIR,—I have the honor to forward my report of the schools under my inspection during the past scholastic year.

I regret to notice a decrease in the number of pupils as compared with 1881-2, the Grand Statistical Tables giving 1,534 scholars against 1,896 in my last report. This deficiency is to be accounted for in great measure by the large emigration to Manitoba which has recently taken place.

The Bulletin Book of inspection visits, together with the Grand Statistical Tables, which I have already had the honor to forward, give such full and accurate information of the various educational establishments that there is little need for any lengthened report. I cannot, however, refrain from stating that I have noticed marked improvement in the schools generally.

In Quebec city.—The Boys' and Girls' High Schools have done much good work and the pupils of both institutions passed creditable examinations at the close of the term. The latter school is well graded and has a sufficient staff of teachers; it is much to be regretted that the Directors of the former school are not in a position to add to their staff of teachers. At present the two institutions stand as follows, Boys' High School, 102 pupils with one female and three male teachers, Girls' High School, one male and six female teachers.

The Artillery street, S. Andrew's and S. Margaret street, Commissioners Schools for boys have worked steadily during the year, the former school will re-open under a new head master in September as Mr. Emslie, one of the most painstaking and successful commercial teachers in the city has retired, having well earned a rest after so many years of laborious and faithful service; the S. Andrew's school has been removed into the National School building, Esplanade Hill.

The girls' school in S. Margaret street, S. Roch, has been well attended and worked successfully while the numbers in the D'Aiguillon street school (S. Matthew's) have fallen off, the older

girls having been attracted to the Girls' High School, while many families have removed from the city who formerly sent their children to the school.

The Champlain street school has also suffered by decrease of numbers and I am sorry to notice great irregularity in attendance, so much so that if continued during the coming year the Commissioners will hardly be justified in making the customary grant to that district.

Of the independent schools I can only say that they are fairly attended and certainly doing a very good work; although having no right of inspection in any way, yet many of the Principals have kindly furnished me with the exact numbers of their pupils in attendance and several with very full particulars. The "Kindergarten," taught by Miss Vial has been several years in operation and from the position it occupies, it is evident that Miss Vial fills an important post in the educational work of the city.

The Misses Machin, as usual, stand at the head of superior schools for young ladies; Mrs. Wilkins, Mrs. Cook, the Misses Chaderton, the Misses Lane and Mr. Thom's commercial academy are among the principal independent schools of the city and are well managed.

In the country—Mr. Lloyd, of Bergerville, has been assiduous in his duties. The salary paid him (\$240) is not at all commensurate with the amount of work which he renders to the municipality. The Rev. A. A. Von Illand, M.A., ably conducts a private class for young gentlemen at the Rectory-House.

The S. Foy's Protestant dissentient school under Mr. Frederick Mincee is not in a satisfactory condition; the attendance being irregular and the school-house in bad condition.

The Hadlow school under Mr. Craig, and that at S. Romuald under Miss Moffatt are being well attended and I noticed much improvement.

The Misses Addie conduct a very excellent independent school at Levis. They have 23 pupils, 7 in superior course and 16 in elementary. As stated in my last report, the Misses Addie formerly taught the model school at Marbleton, both young ladies hold model school diplomas.

The Protestant dissentient school at S. Sauveur de Québec has been under the charge of Miss McKechnie, who formerly

taught at Valcartier. Miss McKechnie has been very successful and shews marked ability in her mode of conducting the school.

I regret again to state that the school at S. Roch's North is still closed and apparently no effort being made to engage a teacher.

The three Protestant dissentient schools at S. Raymond have been in full operation during the year, having 118 children on the roll, the average attendance is, however, low, being only 66. This is much to be regretted especially as there are such excellent teachers, two (the Misses Proctor) holding well earned first class model school diplomas, and the third, Miss Gray, a first class elementary. The salaries in the municipality are small, being only \$380 between the three teachers, and a greater part of that amount is furnished by a charitable society in Quebec city. The school houses are all in very bad condition. The Rev. H. C. Stuart, M.A., conducts a boarding school for young gentlemen at the Parsonage House of Bourg Louis.

Portneuf has but two Protestant dissentient schools in operation, numbers 1 and 3 with 56 children on the roll and an average attendance of 43. No. 1 from being about the poorest school in my district of inspection is now fast coming into the front rank, the ability of the present teacher, Miss Reynolds, has been referred to by me in former reports. Miss Courtney has still charge of No. 3, the school-house is low and ill-adapted for school purposes; there ought to be a model school in this district.

In the three municipalities of S. Gabriel de Valcartier, a good many changes have taken place in the teachers during the past year. Miss Staton has charge of the Mill-Hill in place of Miss Cryan. Miss Neilly of No. 2, S. Gabriel East, and Miss Penny of No. 1, St. Gabriel West, are the only representatives of the former teachers in these municipalities. Miss Connolly has now charge of No. 1, S. Gabriel East, in succession to Miss McKechnie, and Mrs. Martin has succeeded Miss Clark in No. 3 district.

In S. Gabriel West, No. 4 has been vacant, notwithstanding the oft-repeated efforts of the Commissioners to secure a teacher; No. 2 has been recently opened in a private house, under the charge of Miss Bryson, an able teacher, but I fear that she will only have a weak school. No. 3 has been efficiently taught by Miss Todd.

The Stoneham school has been re-opened under its former

master, Mr. Duncan, it is in an unsatisfactory condition both as regards numbers and condition of school-house.

At S. Dunstan Miss Janet Simons has taught with very great ability and success; it is to be regretted that she has withdrawn from the care of the school. Tewkesbury, Protestant dissentient, is vacant.

At Beauport, the Protestant dissentient school is by no means in a satisfactory condition, the teacher has much ability and taught for one year at the S. Andrew's school in Quebec city with success, but at Montmorenci she suffers from the true saying "A Prophet is not without honour except in one's own country."

Before closing I should like to say a few words as to school houses in the country—it is with very rare exception that I find well appointed buildings. I can only recall three, viz: S. Sauveur de Québec, Bergerville, and S. Roch's North (vacant), while most are in a bad condition, *e. g.*, S. Raymond (3), No. 2 S. Gabriel West, S. Foy, Beauport, Stoneham and others; with scarcely any proper apparatus, a total want of globes, great scarcity of maps, with a plentiful supply of old rickety desks and benches. The school room ought to be the best built and most cheerful room in the district whereas it generally is the worst; low ceiling, no ventilation truly a cheerless looking hole. In the city there is also need of improvement, especially in the girls' school of S. Roch's. The Protestant Commissioners have gained much in securing the roomy buildings, known as the National School for the boys formerly attending the S. Andrew's School. A good building, somewhat similar to the Girls' High School, is much needed for boys in the suburbs, but the state of the funds at the disposal of the Commissioners will not stand the strain of building for some time to come.

I have to regret the closing of the National School—which has been ably maintained by the Church of England, assisted by the Government grant for many years. Free education has been afforded to a large number of children. It was a special rule of the school to combine secular instruction with sound religious knowledge, to my mind the only true mode of instruction—the withdrawal of the aid from government has necessitated closing the school and renting the buildings to the Protestant School Commissioners.

From the schedule of instruction I look forward to much uni-

form and regular work during the next year, and I trust soon to be able to report uniformity in Text books. I regret that the authorized list does not include "Lennie's Grammar,"—it is a favourite book and well adapted for our schools. Agriculture as a subject of instruction is unknown in all my schools. Drawing and music are but little taught. Mr. Pilkington, C.E., conducted with his well known ability a drawing class during the winter months in Morrin College, it is much to be desired that he should kindly renew his efforts in the cause of Art during the coming winter. Drawing is not a subject of examination for elementary diplomas, even for model schools it is only optional, and while this is so it is hardly to be expected that it will be taught in the schools.

I have the honqr to remain, Sir,

Your obedient and devoted servant,

M. M. FOTHERGILL,

*School Inspector.*

---

#### THE A. A. EXAMINATION.

The annual examination for the certificate of Associate in Arts resulted this year in the triumph of Bishops' College School, Lennoxville, the position taken by the pupils of this school being highly creditable both to themselves and to their teachers. With regard to the High School of Montreal, we have to notice the large number of scholars sent in this year, while the Girls' High Schools was but poorly represented. The Compton Ladies' College and Hatley Academy are additions to the lists of previous years, but where were St. Johns High School, Waterloo Academy and Missisquoi High School? We cannot too much impress upon the managers of the Protestant High Schools and Academies of the Province of Quebec the necessity of preparing their pupils for competition in this examination, which is one of the best means of testing the relative merits of their schools. Meanwhile we should like to see a few reforms effected in the mode of conducting the examination itself. It is unfair to compare the Reading of scholars when it takes place before different judges. The same person should hear all the Reading himself. The same thing applies to Dictation, so different is different people's manner of enunciation. The Classical and Euclid papers

were, we believe, as usual, too long—a serious fault in an examination where, unlike honour examinations in Universities, the competitors are expected to attempt the whole of the paper. Too long a paper not only puts an unhealthy strain on the pupil who tries to do it, but it is discouraging, and leads to a low standard of work.

## ASSOCIATES IN ARTS.

Meredith O. Smith (Bishop's College School, Lennoxville)...	1232	Marks.
Wellington A. Cameron (High School, Montreal).....	1098	"
Hugh M. Patton (High School, Montreal).....	1096	"
Annie C. McGregor (Girls' High School, Montreal).....	986	"
Hubert D. Hamilton (Bishop's College School, Lennoxville)	948	"
Henry W. Welch (Bishop's College School, Lennoxville)...	925	"
Rowland S. Hill (High School, Montreal).....	883	"
Joseph C. Barlow (High School, Montreal).....	876	"
Ellen M. Clunie (Lachute Academy).....	875	"
Arthur D. Fry (Bishop's College School, Lennoxville).....	860	"
Albert H. Campbell (High School, Montreal) } equal.....	857	"
Alexander T. Galt (McTavish School, Montreal) }		
Albert E. Holt (Quebec High School) } equal.....	840	"
Alfred P. Murray (Private Tuition) }		
Geo. A. Clunie (Lachute Academy).....	837	"
Howard D. Kemp (High School, Montreal).....	833	"
Samuel Cummings (Collegiate Institute, Hamilton).....	774	"
Wm. J. Carmichael (High School, Montreal).....	773	"
Charles B. Kingston (High School, Montreal).....	764	"
Helen B. Blackader (Girls' High School, Montreal).....	760	"
Mabel Aldrich (Compton Ladies' College).....	754	"
Charles L. Walters (High School, Montreal).....	738	"
Robert B. Henderson (High School, Montreal).....	716	"
Henry G. McLaren (High School, Montreal).....	713	"
Wm. A. Nichols (High School, Montreal).....	707	"
Edith Turner (Girls' High School, Montreal).....	682	"
Alexander McLennan (McTavish School, Montreal).....	674	"
Geo. S. Cantlie (High School, Montreal) } equal.....	669	"
Lawrence A. Darey (High School, Montreal) }		
Andrew B. Clark (High School, Montreal).....	659	"
Peter Reid (High School, Montreal).....	654	"
Neil B. McTaggart (High School, Montreal).....	600	"
Mattie C. Murphy (Girls' High School, Montreal).....	590	"
Alfred P. Bryson (McTavish School, Montreal).....	583	"
Graham B. Macpherson (McTavish School, Montreal).....	574	"
Ada A. McGowan (Girls' High School, Montreal).....	552	"
Thomas R. Henderson (High School, Montreal).....	542	"
Robert M. Campbell (High School, Montreal).....	507	"

## JUNIOR CERTIFICATE.

John Coon (Collegiate Institute, Hamilton).....	710	Marks.
Albert E. Botterell (Bishop's College School, Lennoxville)...	481	"
Annie Murphy (Collegiate Institute, Hamilton).....	468	"
E. Herbert Stafford (High School, Montreal).....	464	"
Lucie E. Ives (Hatley Academy).....	352	"

## THE GENERAL EXERCISE HOUR.

By MISS JANE LUTTRELL, *Royal Arthur School, Montreal.*

There is so much to be done in the school-day and month, nay, even in the school year, at what is considered the necessary and unavoidable instruction which children are expected to receive in school, that we are apt to overlook other claims, in their nature as important as those with which we busy ourselves so much. Most teachers, we are sure, have felt that the developing and directing of a taste for books, other than those with which a child is occupied in his class lessons, is a very necessary part of education, and moreover, that it is in childhood that these habits of intellectuality must take root. He comes to the day when he begins to emerge from that incessant playfulness which he shares in common with the young of all animals, and takes less and less enjoyment in the continual use of muscle and limb; then the mind begins to work more actively within itself, and he craves for some employment for it. If he has no guiding mind to tell him what and how to choose, the startling and wonderful will soon be sought out, and find favor, and thus he will become acquainted with the "land-shark" style of literature, with its always interesting and continually recurring episodes, its hair-breadth 'scapes, stories of daring hunters, of renegades with wonderful quadrupeds vying with their master for the horoship of the tale, conversation among miners, pirates, robbers, murderers, till at length he begins to feel himself one of the elevating company, thinks of them continually, dreams of bowie-knife quarrels, of capturing innocent, slow-going merchantmen, and wakes up with painted Indians uttering the familiar—suggested oaths.

Now the desire for this kind of mental pabulum is not a natural one; it is an artificial and depraved taste acquired through ignorance, or the lack of wise oversight on the part of the parent, or through the want of a little magnanimous endeavour on the teacher's side. When the child first finds himself a factor in this curious world and becomes inquisitive about its wonders and work, what makes men so busy and so eager, so talkative and so silent, what makes the newspaper so interesting; then let him be presented with the proper kind of material on which to exercise his awakening faculties, and these will soon become the dominant, and, because the more wholesome, the lasting pursuits of his mind.

But what can be done towards this in the much-employed school hours? There is the general-exercise hour which the teacher is at liberty to use as she will. Suppose it were put to this use rather than as a time to pull up the halting faculties of the Geography or Arithmetic class. Suppose the general-exercise hour were employed in encouraging an interest in things, in books beyond the pupil's necessary tasks. Mind, it is not necessary to accompany one who enquires the way on the whole of the journey, and this much the teacher can do for the pupil. She can direct him whither he may employ his mind. It will just require a little generosity as an impetus; it may never occur to the mind of the school patron or visitor or inspector, to examine the pupils in these things, but on the other hand, if you can succeed in getting them to be examiners of things themselves, your end is accomplished with the most ample reward. And the task need not be a very onerous one if you engage the right kind of material; it will require only perseverance, a little hope and confidence.

No "mistrust of good success" must spoil this undertaking,—confidence, if you will examine it, is a complex idea, the ingredients of which are industry, efficiency and courage. Enthusiasm will do for these what the good run did for Atalanta's cheek in the famous contest,—diffuse a warm glow of attracting interest over your work. But this enthusiasm comes, as somebody says, of 'the painters' faces, "not by rule, but by a kind of felicity,"—the felicity of thoroughly appreciating your audience and loving your work. And here let me describe the love of the teacher for her pupils. It is something of the unreasoning, partial nature that the proverb attributes to the crow for its fledglings, viz., love for them because they are children and your pupils; it is not very much behind the mother's absorbing admiration for her unmatched offspring, but it is identical with that which prompted good Pope Gregory to say of the little slaves in the market-place, "not Angles but angels." So these pupils of yours are never stupid, or ugly, or uninteresting, or an unmanageable lot, for these ugly little faces and sometimes sadly neglected little hands can be made to shine as bright, and perform as wondrously as a host of Aladdin's lamps if you but know how to use them, as our real teacher does. And we want more of these ample-souled teachers for all children, more especially for those who have not the watchful care of a cultured parent's guiding mind.



To such an one the world of books is unknown, often unsuspected, he is most likely the child of the worried and overwrought mother of too many children, from whom he receives little or no training, and who looks upon school as a boon from heaven for harassed mothers. But this is the teacher's child who should look upon such children as temporary gifts that shall be required of her again, not swathed and bound in the technicalities of her craft, but with a manifold increase of knowledge of usefulness and of goodness. It is not to be expected that your endeavours will be an unmitigated success, and that you will produce poets, preachers, or even the legislators for a great city. Like Elijah, it may often seem as if all that had been done were done in vain; but this is never the case, for cheerful and persevering endeavour is never lost. Yet you can have a definite plan and distinct aim by which you can satisfy present efforts. You will require, perhaps, a little more skill than in the ordinary lesson, for in these the difficulties are known and avoided, but in this lessor you enter upon a new path,—the measure of your own culture and attainments and the test of your ingenuity in adapting whatever in these is fitting to the capabilities of your pupils. Let the work be four-fold in its nature: to please, to interest, to elicit, to instruct. Not that the teacher is to do all this; there could hardly have been adverse critics in those days, when Orpheus played on his lute, else doubtless we might have learned how the lion occasionally yawned, while the donkey nodded outright, and although it may be very gratifying to reach that climax of attention in your teaching, when the traditional pin can be put through the ceremony of dropping, yet remember, that the climax is the next step to the collapse, and because of it let the pupils do most of the work, all if possible, give each his part as far as you can, to look up and prepare, and when they are once interested, believe, they will prove the most prying, spying, inquisitive of antiquaries, coming upon treasures they little dreamed of, and almost unconsciously acquiring the art of self-instruction.

Do not consume the time telling random anecdotes which they will forget almost as soon as told, or they will regard you as an amusing story-teller or play-fellow, and perhaps reward you by dubbing you with an expressive nick-name taken from one of our own tales. Never let them tire of anything, but pursue it only so far as you see it interests, or better still, finish the subject

of to-day in next lesson, and begin another "to be continued" as before. This will keep the topic longer on the mind and lead to further inquiry. Thus you might take for your subject any part history, ancient or modern, as Babylon, the Pyramids, the Indian Mutiny, Napoleon, etc., and attempt to interest them in other times. Or suppose you take a poetry lesson, a rather difficult task this, be it granted, to tempt our intellectual fledglings to poetic heights, for poetry with its inversions, its 'licenses,' its "vague expressive mysteries of thought," is very unlike every-day play-ground talk, or even the unadorned medium which the teacher finds it expedient to use; but do not most of us date this love of our souls from childhood, we hardly know when. Select pretty narrative verses from Longfellow,—children soon learn to love Longfellow. Goldsmith's music pleases the ear before they half understand it. Or take Whittier and Tennyson, if you like. You can, as they begin to take in what the poet is doing for them, choose passages they admire themselves. Thus the observing faculties will become roused to beauties around them, and they will awake to the fact that they have been living all this time in a world of beauties which "Nature boon poured forth on hill and dale and plain." Any other topic, the Air, Water, events of the day, whatever an enquiring mind might ask for, could be taken, and let the pupils have perfect freedom to ask, to comment, to give information, and thus to have some enjoyment in their own intellectuality, and respect for the opinions of others (the first two foot-holds of the intellect) while seeing how little they know, how much they ought to know, how much they can know.

## MORAL AND CIVIL INSTRUCTION

By A. VESSIOT.

[The following paper, which is a reprint of a circular issued by the Bureau of Instruction, Department of the Interior, Washington, D. C., was prefaced by the following remarks by the Commissioner, John Eaton:—  
"The importance of training in morality as a feature of the public school teacher's work has engaged the attention of most writers on educational topics and has been frequently adverted to in the different publications of this Office. \* \* \* The circular which A. Vessiot, the academic inspector of schools at Marseilles, France, recently addressed to the teachers of his district respecting moral and civil instruction, seems to me to contain such valuable suggestions as to the nature of the instruction that may properly be given under this head and such useful hints

as to the manner in which it ought to be conveyed that I have caused it to be translated, in the hope that it may prove of service in this country."]

We advise our teachers to assign hereafter a large place in their work to instruction in morals and civil government.

Moral and civil instruction meets the wants as well as the wishes of the country; it is a necessary consequence of the profound change which is taking place in our institutions, in our laws, in our manners. The establishment of the republic and of universal suffrage, which is its basis, has given to the school a new character; it imposes upon the teacher new duties. The primary school is no longer merely local, communal; it has become in the highest degree a national institution, on which even the entire future of the country depends. It is no longer a place to which the child resorts to acquire certain information that may prove useful to him in private life; it is the source from which is to be drawn, together with the principles of universal morality, a knowledge of his rights and duties in regard to public life; it is the school of citizenship and patriotism.

The function, then, of the teacher is notably increased, and his responsibility extended. The teacher used to drill his pupils in reading, writing, and arithmetic; now, without neglecting that portion of his duty, he ought to have a higher ambition, namely, that of raising up for the country defenders and for the republic citizens.

The children now under his care will one day be voters and soldiers; they will have their share of influence in shaping the future of the country; their souls must then be well tempered, their minds must be enlightened; they must be acquainted with the intelligence of their times, with the society of which they are to become members, the civil duties they will have to fulfil, the institutions they will have to strengthen. They must be inspired with a generous patriotism; this does not mean that they are to be taught to hate foreign peoples—let us leave that cruel instruction to others—but that they are to nourish a passionate love of their own country. True patriotism consists in love, and not hate; it does not consist in any attempted systematic alteration of well established historical facts or jealous depreciation of the greatness and glories of other peoples. No, it does not involve the humiliation of others; it is inspired by

justice, it is allied to a noble emulation. This it is that France needs, and this is what French youth should be taught.

Undoubtedly this double instruction is not entirely new, and it would be erroneous to suppose that moral and civil instruction now first makes its sudden appearance in our schools. Many of our teachers are now, and long have been, giving lessons calculated to make their pupils worthy people and good citizens. In fact, all instruction, the humblest and that the furthest removed from morality properly so called, has nevertheless a certain improving influence, and every virtuous person by the mere fact of frequent intercourse communicates to others, and especially to children, something of his own moral elevation. But what has heretofore been in some degree the involuntary effect of the instruction itself and of the morality of the teachers—personal in its inspiration and consequently unequal and intermittent—will now be due to a common and sustained efforts towards a clearly defined object, to a general and persistent endeavor, in a word, to a branch of instruction. What shall be its character? What its form?

The teacher must grapple with the problem how to render lucid and pleasing those truths which flow from the very nature of man and the existence of society, and to induce children to make them the rules of their conduct. What is needed is that there should be awakened, developed, fortified in them those sentiments which give dignity to man, honor to families, and power to states.

Moral and civil instruction ought not then to be confined to one division or subdivision of the scholastic programme, restricted to one class or to a prescribed hour, pressed in the narrow mould of a few inert formulas or solemn maxims; it ought to permeate all parts of the work of instruction, blossoming out in varied developments and reappearing every day and every hour; it ought to be the life, the soul, of the school. It is in the school that a child should draw in morality and patriotism as he inspires air, without noticing it; for to teach morality successfully there is no call for too much moralizing. That moral lesson which is announced risks being lost. Moral instruction should be combined with everything, but insensibly, like those nutritive elements which the scientist finds reappearing in all sorts of food, but which are concealed under the infinite variety of color

and form in which nature clothes animals and plants, and which man unwittingly assimilates without a suspicion. Thus moral instruction will enter into the various work of the class, the readings, recitations, dictations, the stories related by the teacher, the selections drawn from the poets and romancers, the familiar and sprightly conversations, the grave reflections on history, the games, the promenades—being everywhere present, in short, without making its presence remarked.

Does it follow that theory should be absolutely banished from the school? No, but it should have only the smallest place. It will suffice if once a week, and preferably at its close, the teacher expresses the substance of the last lessons he has reviewed and puts it into didactic form.

As far as practicable, it is the child himself who ought to draw the rules and moral laws from the facts which contain them, as the fruit contains the seed; and this is not so difficult as it appears. A reading finished, a story related, the teacher by means of questions invites the judgment of the child on the actions of this or that character who has figured in the recital; rarely does the child err as to the moral value of the actions submitted to his consideration. The teacher then asks the child if he would pronounce a similar judgment on all men who should act in the same way, and thus leads him to generalize his decision, that is, to formulate a principle, a rule. The child thus becomes his own legislator; he has himself discovered the law; having made it he understands it, and he obeys it more willingly because it has imposed itself upon his reason instead of its being imposed upon his will. It does not seem needful to us to mark out for teachers a programme of moral instruction; such programmes are to be had in abundance; but we prefer to leave with them the responsibility of incorporating this instruction with their other work as they deem proper. The weekly report, however, should contain a résumé of what has been done. These résumés themselves, collected for a period of several months, will gradually form a real course in moral instruction which the teacher, in the light of his experience, can extend or limit as he desires.

But our teachers should not forget that the work of giving moral instruction imposes upon them a moral obligation to make their conduct accord with their instruction. Of all lessons the best is the living lesson, the example of the teacher himself.

Like teacher, like pupils. Children have a wonderful shrewdness in detecting inconsistencies between the conduct of the teacher and his counsels. The efficacy of this instruction is to be measured by the moral value of those who give it; and from this point of view we are confident that moral instruction will exert a beneficial influence on the teachers themselves and that they will profit by their own lessons.

As to instruction in the civil government properly so called, aside from the sentiments which it is its mission to encourage and disseminate, it ought to afford the child an image of society, to present to his eyes the different parts of a vast and rich whole; in this there is the material needed for methodical training, and, consequently, for a programme in which its limits are indicated and its work laid out.

We confidently intrust this double instruction to the enlightened zeal of the primary inspectors, to the tried patriotism of our teachers. We trustingly ask them to make a great and generous effort to elevate national education, to worthily respond alike to the solicitude of the government and the chambers and to the ever increasing sacrifices which the country has imposed on herself; finally, we ask them to raise up for the country a generation both healthy and strong.

---

### THE TEACHER'S CONSCIENCE.

By CHARLES W. ELIOT, *President of Harvard College.*

In most respects the teacher's conscience should closely resemble the conscience of other intelligent and well-trained members of the community. Thus, it hardly needs to be said that teachers, like other people, ought to be just, temperate, neat, patient, gentle, and punctual. These are duties of universal obligation, which are no more and no less binding upon teachers as individuals than upon other men; but in view of the publicity and scope of the teacher's function, the community has undoubtedly a greater interest in the practice of these ordinary virtues on the part of its teachers than on the part of most of its members. The character and conduct of most people influence, outside of their own families, only a small number of adult associates; but the teacher serves as an example and guide for large numbers of observant, susceptible, and imitative youth. The

conscience of the teacher sets a standard of conscience for his pupils; his daily conduct supplies their most impressive lesson, and it is his highest function to develop and train their sense of duty. The teacher who, as the result of all his intercourse with his pupils, has strengthened in their hearts the authority of the "I ought" has rendered them the best service which one human being can render to another.

To many conscientious teachers it is a formidable thought that their ultimate influence may depend upon qualities in themselves of which they are unconscious, or which at least they have never designedly either cultivated or repressed. Almost every grown-up person, who reflects upon the effect which each of his several teachers had upon him, is surprised to find that some subtle or rarely manifested quality, some occasional act perhaps inconsistent with the general character, some habit seemingly of small moment, made much deeper impression upon him than the obvious qualities, regular modes of action, and apparently important habits of the teacher. A man of many accomplishments, of dignified presence and refined character, is the head of a large school for a generation; and in the end it appears that the most vivid impressions which his old pupils retain of him are that he was very clean and always tidily dressed, and that his speech was singularly clear and accurate. Another man, slovenly, quick-tempered, rough in speech, and almost brutal in manners, is chiefly remembered for the manliness with which he occasionally confessed his errors and retracted his wrongful accusations. A college professor teaches, prays, and exhorts with signal power, before a rapidly flowing stream of young men; and thirty years afterwards a sudden pall falls upon a cheerful company of his former pupils, themselves grown gray, as they recall how he used to tell his classes on what passages of the text-book they would be taken up at the annual examination before the unsuspecting visitors. A young man of moderate parts and feeble health struggles through a few years of service in a great school before he dies. He was but a poor teacher; yet hundreds of men will never forget the unaffected reverence with which he repeated every morning the Lord's Prayer. Perhaps this picture which he left upon his pupils' minds has been as useful to them as the arithmetic and grammar, which he failed to teach them, would have been. The practical lesson to

be drawn from such facts as these is that a teacher needs an active imagination, and a conscience watchful and quick—an imagination which enables him to see himself through young eyes, and a conscience which is sensitive at all times, and which takes cognizance of things incidental and seemingly trivial, as well as of things great and frequently recurring.

Within the proper limits of this paper, room may perhaps be found to discuss, very briefly, four points of a teacher's duty which are not always much emphasized; namely, his duty to cultivate in his pupils—1. The spirit of inquiry; 2. Exactness or truthfulness; 3. The historical sense; 4. The sense of honor.

1. It is the too common habit of elders to repress, or try to repress, in children and young people, the spirit of inquiry which is natural to them, and to make them accept an answer, explanation, or decision based on authority, instead of encouraging them to reach their own conclusion through adequate investigation. Linguistic studies foster, in both teachers and pupils, the inclination to rely on usage; mathematical studies cultivate the taste for logical demonstration; and scientific studies, of all the studies accessible to children, are best adapted to develop and train a just and genuine spirit of inquiry. Now, a daring spirit of investigation into the laws of nature, the customs and traditional opinions of the society, the forms and processes of government, and the rules and results of trade, is characteristic of the times, and it is of the utmost importance that not only the few leaders of opinion, but the common people also, should understand what candid research is and implies. No adult who thinks at all, can, in these days, help inhaling the pervading atmosphere of free inquiry, and every child should be early habituated to it. The teacher should seize every opportunity to make his pupils inquire, observe, and reason for themselves on every subject which can be brought within the range of their intelligence. He should use every means to restrict the appeal to authority, and to strengthen the habit of reasonable inquiry and consequent determination for one's self. Even when enforcing that unhesitating obedience, which is often necessary to the well-being of a school, the Republican teacher should remember that submission to a law, the grounds of which are understood and accepted, makes citizens, but that submission to an arbitrary command from fear of punishment makes slaves.



2. Another very important habit, which it is the duty of the teacher to inculcate, is the habit of exactness or truthfulness of thought and speech. A great step has been made in this direction when a child has been taught that it is a hard thing to get at a fact, to prove a proposition, or to establish a truth. Very few adults have any idea how hard this process is in history, language, philosophy, aesthetics, natural science, or, indeed, in any department of knowledge. It is a natural tendency in children, and all uninstructed persons, to accept unattested facts and unproved conclusions, which happen to fall in with their preconceived notions or prejudices. This tendency it is the duty of the teacher to combat at every turn, and with it the similar tendency to generalize hastily from a few instances. All practice in exact observation and exact description cultivates truthfulness, and this practice it should be the care of the conscientious teacher to provide. It is all important that the teacher set an example of truthfulness. If he pretend to a knowledge, which he does not possess; if he hesitate to avow on occasion his ignorance or his need of further study; if he be loose and slipshod in his own statements and descriptions, he must not expect to succeed in teaching the children who are exposed to his influence to be truthful. Perfect candor is an indispensable quality in a teacher. Children are very quick to detect any lack of this virtue in their instructors and governors; indeed, like all inexperienced persons, they are prone to attribute deceitful conduct to honest people.

3. Again: It is the duty of the teacher to cultivate in his pupils, from a very early age, the sense that they are bound, by indissoluble ties, to past and to future generations; that they cannot live to themselves alone; that they belong not only to a family, but to a town, a State, and a nation; and that they share in all the worth and wealth, and all the barbarism and misery of their race. Biographies, family histories, local monuments, grave-yards, town annals, public ceremonies and observances, and the social and political organization with which children come in contact, must be made the vehicles of these ideas of common interests, rights and duties. Children, and young persons, are naturally selfish, absorbed in the eager pursuit, from moment to moment, of what seems to them good at the instant, without thought of their relations to others. This supreme selfishness the cultivation of the historical sense tends to moderate and subdue.

4. Finally, the conscientious teacher ought to use every endeavor to implant in the minds of his pupils a nice sense of honor. This sentiment, which makes part of every fine or noble character, is, at bottom, a just sense of what is right, true, and generous; but, as applied to one's own conscience, it is nearly equivalent to self-respect. Attributed in times past only to the privileged few, it must become the possession of the many, if free institutions are to prove durable. That increased attention to the cultivation of this sentiment is needed in schools of all grades may be inferred from the deplorable state of student opinion in colleges concerning such dishonorable practices as presenting false excuses, signing deceitful statements in order to secure trivial or substantial advantages in violation of rules, answering falsely at roll-calls, and cheating at examinations. Young men who are guilty of these practices in the colleges of the Northern states, do not, in general, lose caste with their fellows thereby; and yet college students are the selected products of American schools. It is said—and it is to be hoped truly said—that in Southern Colleges a wholesomer condition of public opinion prevails. The means of cultivating this sense of honor are chiefly these: In the first place, the conscientious teacher ought invariably to make profound distinction between dishonorable offences and those violations of necessary rules which may be inadmissible indeed, but are not inherently vicious. It confounds all moral distinctions in the minds of his pupils if a teacher rebuke and punish lack of application, pranks, or noise in the same manner as lying and cheating. Secondly, the teacher should invariably express the utmost reprobation of dishonorable conduct. Thirdly, he should hold up for the admiration of his pupils the words and actions of men and women who have conspicuously exemplified the meaning and worth of honor.—*The Teacher.*

---

#### READING.

The principles we have accepted, and the methods we have employed to make the teaching of reading more interesting and profitable in our schools, are as follows:

*Principles.* 1. Reading is more than the recognition and pronunciation of words. To read is to associate ideas and thoughts with written or printed signs.

2. Ideas are acquired in one way only. They are awakened in the mind by objects presented to the senses, and the ideas thus acquired (no others) may be so associated with written or printed signs (words) that the signs will, always and everywhere, recall the ideas.

3. The mind compares ideas, one with another. This is thinking, and idea-signs (word.) may be arranged in sentences so as to represent thought.

4. The main purpose of reading is to get the thought expressed by written or printed signs; to see it,—to recall or think it over again, through these signs.

5. To read aloud is to tell the thought thus seen in the words of the author, as if it were your own. To do this well, one needs to know how to *pronounce* words correctly without hesitation.

*Methods.* 1. Keep your pupils' minds intent (*a*) On getting thought from the printed page; (*b*) On *telling* this most naturally and effectively in the words of the author.

2. The printed page is a medium of thought. It should be made as soon as possible a perfect medium, transparent like glass, not in itself an object of thought. So, when you require your class to read, have them read without fear of being required to do something else; (stop to count three, pronounce words, inflect by rule).

3. Make thought govern expression, *always*. Expression may be modified or perfected by proper training (conversation, reading what is familiar, recitation from memory, &c.)

4. Form the habit, in all cases, of reading by sentences, one *thought*, not one *word*, at a time.

5. In every reading exercise keep your pupils' minds active, on the alert, by holding the class responsible for everything they read,—facts, stories, fancies; and by conducting recitations quite differently each day. Pupils may be called upon (*a*) To read continuously page after page; (*b*) To read, each one, a thought anywhere in the book; (*c*) To read, each one, a line at a time, &c.

6. Be sure your pupils know the most important words in the lesson before you call on them to read. Have them use these words correctly in sentences, instead of requiring formal definitions.

7. Train your pupils to sight *thoughts*, not words, at a glance.

8. Teach thoroughly a few new words every day.

9. Have your class sound words, letter by letter, rapidly and correctly.

10. Give drill exercises in recognizing words at sight, and pronouncing them rapidly and correctly. Always have the words arranged for this purpose promiscuously or in columns.—*Journal of Education*.

---

### HOW ARITHMETIC SHOULD BE TAUGHT.

The following directions, given by Superintendent Hinsdale to the Cleveland teachers, are very valuable. They may be studied with profit by teachers of every grade, in both town and country. So much good sound doctrine on the subject of teaching is not often found in such small compass :

Arithmetic may be considered from two points of view. First, it is a source of mental discipline or training, and so is of practical use as an educational instrument. Secondly, it is an instrument of business and general study, and so is of practical utility in life. It stands to the whole round of business affairs in a relation like that of mathematics to the natural sciences—it is an indispensable instrument. The same classification may be extended to other studies; they have a proper scientific and a proper practical value.

From another point of view, the studies pursued in schools may be roughly divided into three groups; information-giving studies, as geography and history; disciplinary studies, as the mathematics; and studies that deal with the power of expressing thought and feeling, as reading and composition. These definitions must not be insisted upon too strictly; the elements of discipline and of information appear in all studies; but the division is true to the main characters of the several studies grouped under them, and is of great use to the educator.

Accordingly, all the studies pursued in primary and grammar schools have disciplinary power: they all tend, though in different degrees, to train and develop the mind; but no other of these studies equals arithmetic as far as the faculty of thought is concerned. Penmanship and drawing will do more for the eye; reading will do more for the sentiments, the feelings, and the will; object lessons will do more for perception; grammar and composition for expression; but as respects the logical pro-

ness—the power of analysis and synthesis, of reasoning, of argument, of applying principles already known to new cases, of *thinking* in the proper sense—the great reliance is arithmetic.

Hence the teacher of arithmetic will never lose sight of these two things—discipline and business. Nor will she lose sight of the relation in which these two things stand to each other. Arithmetic is first scientific, secondly practical (meaning by “practical” pertaining to business.) The teacher will, therefore, begin with general principles and methods, and will reach the practical application afterwards. The one is pure arithmetic, and the other mixed arithmetic. Any attempt to reverse this order must fail. The pupil well grounded in general principles and methods can readily learn to apply them to particular cases or to business, but the pupil who begins with business transactions can never be an arithmetician, and in business will always work by *rule of thumb*.

The general propositions stated, attention is now drawn to the following points, which teachers will study with great care, and then follow, as far as they can :

1. The text-book, and not oral instruction, will form the backbone of the work in practical arithmetic. Under given conditions it is easy, and perhaps necessary, for the teacher to cut loose from the book, and make arithmetic for her pupils as she goes along. The natural results of such a course will be such as these: the scholars will hardly know what they have Arithmetics for; they will have vague ideas of where they are and of what they are doing; they will find it difficult or impossible to locate themselves in the study; the different parts of their work will be poorly connected; they will study too little and depend upon the oral instruction too much; the work will be too little theirs, too much the teacher's. These will be the strong tendencies, if not the general results, of such a method. Accordingly, such a course should not be followed as long as the text-book is measurably satisfactory. The pupils must know what they have Arithmetics for, and this knowledge they will gain from using them.

The foregoing remarks do not mean a slavish dependence upon the book. If the examples in the book are too few, if they are too easy, if they all have printed answers (thereby creating the habit of “working for answers,”) supplemental examples must be sought in other sources. Large room is here left for the dis-

cretion of the teacher. But the definitions of the book, and the processes and methods of the book will be followed, unless they are positively faulty and the teacher can furnish better ones. No teacher, for example, should be satisfied with those methods that involve a subversion of the principles that a product is of the same kind as the multiplicand, and that the multiplier is an abstract number (see the methods for reduction descending, finding the areas of squares, &c., and contents of cubes, &c.) It may be added, too, that ordinarily, the teacher should assign to-day a definite lesson for to-morrow. If in presenting the subject she intends to follow the book closely, she should fix the limits of the lesson; but if not so closely, she should, at least say that such or such will be the subject, that it is treated in such or such a place in the book, and she will encourage its study, unless, in her opinion, such study would be pernicious. The primary idea of the recitation in arithmetic, as in other studies, is not that the pupils are to be instructed by the teacher, but that they are to recite what they have learned, otherwise it is not a recitation at all, but only an infilling. Recitation (though not in the sense of repeating words that have been couched) is the first thing, but ample room is left for the teacher to correct what is wrong, to supply what is defective, and to make clear what is dark. Text-books of arithmetic, like other text-books, must be vitalized through and through by the living teacher.

2. Where the programme is crowded and the course is full, the teacher will be tempted to do too much work for her class. Especially in a one-division school, the preparation of the lesson and the recitation of the lesson are likely to run into each other; the line of separation between study and recitation may become dim and shadowy. The pressure of percentages, pass-marks and promotions may become too strong for even the conscientious teacher. Here it should be said, the primary teachers must plant the pupils, in all studies, upon the ground of personal, strong, independent work. For the rest, nothing is gained in the end by carrying the weak in the beginning. Accordingly, the tendency to over-help pupils must be resisted, and they must be made to depend upon themselves.

The remarks just made do not ignore the fact that the teacher must do a great deal to help her pupils; this is what she is for; but she should be careful *to help* in ways that will not, in 'the

end, harm them. Perhaps the harm does not come so much from the amount of help as from the kind of help. If every question is answered, every problem solved, every difficulty removed, the very end of education is defeated in the beginning. A similar question may be answered, or the solution of an analogous problem may be pointed out; an inclined plane may be discovered to the pupil, and thus he may be helped to help himself. Sometimes a few well-directed questions about tomorrow's lessons will be of material service, and save valuable time. Here the teacher must be guided by her own experience. Certainly she must not, by means of questions and answers, virtually do all the thinking, and so do all the work save only the computations. But the pupil may have his attention directed to the points of difficulty so that he can grapple with them at once, or the connection of this subject with another one may be indicated. The child should not be left in the fog to find the fortress he is to storm; the teacher should point it out to him, and conduct him to the foot of the wall if necessary; but the pupil must do the storming. Proceeding in this way, some time may apparently be lost in the beginning, but only to gain both time and power in the end.

3. No pains must be spared thoroughly to ground the pupil in the elements of each subject. Suppose it is common fractions. What is a fraction? How does the thing called fraction come into existence? What is the precise office performed by each of the numbers, the numerator and denominator? The pupil must be led to form clear ideas on all these points, and to express them in intelligible language. This done, it is hardly too much to say that common fractions are half mastered. Or suppose it is percentage. The profitable pursuit of this subject involves a good knowledge of the fundamental rules, aliquot parts and fractions, common and decimal. The pupil's first step in advance will be to find the meaning of the term "per cent." Very likely he will think it has to do solely with money. Hence he must be made to see by full illustration, that the term may apply to any mathematical quantity whatever, and that one per cent., five per cent., or ten per cent. of a quantity is one, five, or ten hundredths of the quantity. He must see, too, that twenty-five per cent. of a quantity is one-fourth, fifty per cent. one half, and one hundred per cent. the whole of the quantity; that two

hundred per cent. of the quantity is twice the quantity; that a quantity can be increased by any per cent., but that it cannot be diminished by more than one hundred per cent. He must also see how decimals express per cents. These things well understood, percentage is no longer difficult to the determined pupil. Illustration of this first point—the thorough grounding of the pupil in the elements—could be extended indefinitely. But this is not necessary, except to say that nothing can ever compensate for an imperfect training in the fundamental rules—notation, addition, subtraction, multiplication, and division. The key to practical arithmetic lies in the work now assigned to the A primary grade; so true is it that in arithmetic as a whole, as in each particular subject, everything depends upon getting a good start.

No instruction is satisfactory that does not lay hold upon principles. Once this question was asked certain pupils at an examination: "What is the weight of a cubic mile of water, each foot weighing 1000 oz. avoirdupois?" Some of the pupils in the grade failed to solve the question. Some of them actually multiplied the number of feet in a linear mile by three, and called the product the contents of a cubic mile! Inquiry led to the discovery that they had no conception of what a cubic mile is, or the real principle underlying solid measure; apparently these children fell back upon the table, in which they had the cubic inch, the cubic foot, and the cubic yard, but no cubic mile, and so they were stranded. There is no cubic mile in the table. Here is a fault of the teaching. A gentleman once said of a certain mode of teaching arithmetic: "It teaches pupils how to find the area of a *black* board, but if you call upon them for the area of a *blue* board, they say 'the teacher hasn't given us that.'"

4. Concrete work must by no means be lost sight of. Observation shows that children often succeed in abstract work who fail in concrete, unexpected as that fact may be to some. The failure arises from inability to apply general principles to particular cases. The child can solve a question that is "just like" one solved in the book or by the teacher; he can solve it, if sure that it comes under a given "case;" but when left to determine from the nature of the question what principles apply, he is weak and helpless. Of course, power and readiness come from



long use and practice, and too much must not be expected of children; but the concrete work is the point of connection between pure arithmetic and business affairs. The great point is, to develop a power of thought, that will enable the learner to deal with new conditions as they arise. This must be reached in this way: teach the pupil to look into questions themselves; train him to habits of careful analysis; ply him with questions slightly divergent; put before him problems varying more or less from those with which he is already familiar; give him test questions from other sources than the text-book that he uses; and in all ways make him understand that real arithmetic questions arise out of the infinitely varying conditions of human life, and that they are not ground out of some mathematician's mill. For these purposes the value of mental arithmetic, if rightly used, can hardly be over-estimated.

5. The intelligent teacher will be quick to see that the roads leading from some subjects into business affairs are more numerous than those leading from others. These roads she will also be quick to point out to her class. The fundamental rules, fractions, common and decimal, aliquot parts (or "practice" as "Ray's Practical" puts it.) and percentage may be emphasized. An observing writer has said of one of these subjects:

"The subject of 'aliquot parts' has not usually the attention that its importance demands. The prices of many of the common articles that we buy in our stores are aliquot parts of a dollar. We get sugar at  $12\frac{1}{2}$ , 10, or  $8\frac{1}{3}$  cents per pound; coffee at 25,  $33\frac{1}{3}$ , or  $37\frac{1}{2}$  cents; and many other articles at such prices as 50c.,  $62\frac{1}{2}$ c., \$1.12 $\frac{1}{2}$ , \$2 25, &c. What grocer would want a clerk who had to use paper and pencil to find the value of 6 lbs. of coffee at  $33\frac{1}{3}$ c. per pound, or 8 lbs. of butter at  $37\frac{1}{2}$ c., or 18 dozen eggs at 25c. per dozen? What merchants want a clerk who cannot reckon mentally and quickly the cost of 12 yards of calico at  $12\frac{1}{2}$ c. per yard, or 9 pairs of hose at  $16\frac{2}{3}$ c. per pair? And still I have seen first grade pupils who would require slate and pencil and several minutes of time to solve such examples."

6. The writer just quoted also calls attention to accuracy and rapidity in computations. These are essential in business, and care must be taken to develop the pupil in both directions. All new processes must be slowly conducted at first, but facility will come with use. Exercises should be introduced solely to create

this power. Then business men are fond of "short methods" (what are properly called "contractions," as aliquot parts in fact is). These "short methods" will not answer the purposes of scientific training in the schools; they always conceal some of the steps of the process, and so are dark to the mind of the pupil; but in their place they are admirable, saving both time and money. Therefore, while the teacher must, for the purposes of discipline, first present the full-length method, seeing that all its parts are understood, she, nevertheless, can present some of the more useful contractions, and should do so. Here it may be said, the boy who is well grounded in arithmetical doctrine, when he goes into business, can readily adopt those short-cut methods which belong to particular rather than general arithmetic, and for which place cannot be found in the book or class.

7. Blackboard work must receive due attention. The board and the slate perform the same office, viz: to receive and carry the results of mental operations; they have each their excellencies and defects; they are both to be used; but solutions on the board, accompanied by explanations to the teacher and the whole class, are a great advantage to the pupil. The rule in every class should be a certain number of blackboard solutions and explanations every day,—a rule to be set aside only for a reason.

8. At the close of this paper something should be said about the spirit of the teacher. If the teacher is given to disheartening remarks, as, "the work is very heavy in this grade," "there are so many studies," "there is very little time," "the examination questions are too hard," &c., she will naturally create the the impression that success cannot fairly be expected, and she will certainly demoralize her class. Such remarks have no place in the school-room. The good teacher never intentionally breaks down the courage of her pupils, or causes them (in this sense) to lose faith in themselves. She will say, on due occasion, "the work is rather heavy," or "the questions are a little hard," or "I wish we had more time;" but she will use the time she has in healthful work, and will not waste it in mourning because she has no more. Too much stress cannot be laid upon the mental temper of the teacher; is she herself eager, confident, inspiring, or is she easy-going, discouraged, and faltering? The answer to this question may determine the whole question of success or failure. Some persons of abundant scholarship, sound character,

and apt to teach, have no business in the school-room as teachers, simply because they lack the teacher's mental temper.—*Ohio Educational Monthly*.

---

## EDUCATIONAL TOPICS.

### THE SUPERINTENDENT'S REPORT, 1881-82.

The general summary with which the report of the Hon. the Superintendent opens, affords matter for congratulation. There is an increase of 41 municipalities, of 119 districts, of 501 school-houses, of 89 schools under control, of 1,125 in the number of pupils attending schools and of 93 in the average attendance, as compared with the numbers of the previous educational year. On turning to the statistical tables of studies pursued in the schools this improvement is confirmed by the increased numbers of pupils under each head. There is however one exception: while the number of pupils from "elementary" to "fluent" reading shows an increase of 6,366, there is a decrease in the numbers of those who read fluently by 21,029, the respective totals being 179,121 for 1880-81, against 158,092 for 1881-82.\* This is a considerable deduction from the increase shown in History, Geography, &c. We noticed a similar falling off of "pupils reading well" last year.

There is little else that concerns Protestants in the introductory remarks by the Superintendent. We may notice however that he laments the loss in the Legislature of a bill compelling school municipalities to supply schools under their control with the necessary books, slates, &c. From the point of view of our poorer districts such a bill would have been a great boon. Yet it would have been hard to enforce the clause enacting that "if a child loses, destroys or spoils, in such a way as to render useless his class-books or supplies, he shall be obliged to pay for those given him to replace them." If it is a difficult matter to per-

---

\* In previous years "pupils reading fluently" were grouped under two heads, viz: pupils "reading fluently," and those "reading well." They are now reduced to one column. If the total numbers of pupils under all the Reading columns be added together, it will be found that they are actually 14,665 less this year than last. What comes then of the small increase of 1,125 to the number of those attending school?

suade parents to buy the books necessary for their children's studies it would, we imagine, be more difficult still to exact payment for books damaged. Children are not more careful of books because they do not belong to them, and because they already show signs of use. The wear and tear of books in the hands of small children is a very rapid process, and the enforcement of such a provision as the above would entail constant trouble upon school municipalities.

In looking over the special reports we notice some disproportion in the space assigned to different districts. The report from the district of Hochelaga, perhaps the most important in the Province, occupies rather less than five pages (pp. 95-99); while a report from Chicoutimi, swelled by an extract from Dr. Ryerson and several pages from a Monograph upon Tadoussac fills more than twice that space (pp. 99-110). On comparing together the French and English copies, supposed to be identical, we were puzzled to find the French some twenty pages shorter than the English. The discrepancy was accounted for by the fact that the minutes of the meetings of the Protestant Committee of the Council of Public Instruction have been omitted with the exception of the report of one meeting. This is hardly fair to us.

We will conclude by pointing out a slip of some importance which will be found in both copies. On pp. 174-5, the grand total of male teachers is 987, being subdivided into those with diplomas, 459; Religious, 28; those without diplomas, 500. Of course male teachers belonging to Religious orders should be 500; those without diplomas, 28.

---

PROFESSOR SEELEY ON EDUCATION.

One of the most suggestive books that have lately appeared—a work which, whatever he might think of the conclusions arrived at by the author, no thoughtful reader should fail to study, is "Natural Religion," by the author of "Ecce Homo." The author's theory of Religion as civilization, naturally leads him to speak of education. Indeed, it is remarkable that he did not see fit to devote a separate chapter to the subject. Speaking of the perception of an ideal, he writes:—

"Children are, as it were, fresh blocks of marble, in which, if we have any ideal, we have a new chance of realizing it, after we have failed in ourselves. Look, then, how the English people treat their children. Try and

discover from the way they train them, from the education they give them, what they wish them to be. They have ceased, almost consciously ceased, to have an ideal at all. Traces may still be observed of an old ideal not quite forgotten; here and there a vague notion of instilling hardihood, a really decided wish to teach frankness and honesty, and, in a large class, also good manners; but these, after all, are negative virtues. What do they wish their children to aim at? What pursuits do they desire for them? Except that when they grow up they are to make or have a livelihood, and take a satisfactory position in society, and in the meanwhile that it would be hard for them not to enjoy themselves heartily, most parents would be puzzled to say what they wish for their children. And, whatever they wish, they wish so languidly that they entrust the realization of it almost entirely to strangers, being themselves, so they say—and, indeed, the Philistine or irreligious person always is—much engaged. The parent, from sheer embarrassment, and want of an ideal, has, in a manner, abdicated, and it has become necessary to set apart a special class for the cultivation of parental feelings and duties. The modern schoolmaster should change his name, for he has become a kind of standing or professional parent."

This paragraph gives us many things to think about, out of which we shall select two for discussion. There is the expression of a feeling, almost approaching to a regret, that parents have abdicated the duty of instructors to their own children; and the theory is laid down that education should be moulded upon, and shaped with a view to, some consciously recognized ideal.

Upon the first of these subjects it would be impracticable to waste time. The first law of progress in society is the recognition of the division of labour. One day Madame d'Épinay remarked to Rousseau what a difficult thing it was to educate a child. "I should think so, indeed," replied the sage; "it is because fathers and mothers are not made by nature to educate, nor children to be educated." There is something besides wit in this paradox. It is a fortunate thing for their children that few fathers attempt what they could only do badly, and that they are content to relegate to a professional class a work that requires exclusive devotion from any one that undertakes it. Not only is the mere mechanical training better done by professionals than by amateurs, but the atmosphere of a school, of competition, and of association with comrades of the same age is distinctly beneficial to most boys brought up under its influence. Upon this subject the following sensible remarks are made by Mr. Mozley in his lately published *Reminiscences of the Oxford*

Movement, suggested by the character of the late Bishop of Winchester:—

“Every public school boy can say how it was S. Wilberforce made some considerable mistakes, and how it was he acquired a reputation for sinuous ways and slippery expressions. All three brothers would have learnt at a public school how to give and take, when all must offend more or less, and how to accept differences and even disagreeables, with comparative indifference. A public school boy—indeed a boy at any school of at all a public character—spends years in the society of boys from different families, places, conditions, and even classes. The varieties of character there presented are so marked as to have suggestive nicknames, and to furnish many an allusion more or less flattering. But it is all taken for granted, and borne easily, and it is often combined with warm affection. All this is capital training for the world, where a man will often find he has to live his school life over again.”

That there are exceptions to this rule every unprejudiced person would be ready to allow, but of its truth in the generality of cases the great majority of educators and parents are convinced. It will be unnecessary to say more in regard to the superiority of school education over instruction carried on in the family circle.

The ideal theory of education is, however, a much more interesting point. I cannot better state the problem at issue than by repeating the words of Oscar Browning in his lately-published work upon “Educational Theories”:—“The teacher does his best to develop harmoniously all the faculties of the individual, to create a sound body for the sound mind, to take care that all the fibres of the brain are called into play, and roused to full activity, and that their work is properly distributed among the inherited capacities of the pupil. He will consider his object gained if his pupil has attained to the best development of which he is capable; if no powers have been repressed excepting so far as is necessary for the proper activity of others. But suppose that this result has been produced, what assurance has he that these qualities will be required by the world? That moves on its way heedless of individual exceptions. The perfectly educated man may find no place for himself in the economy of things. \* \* \* The individual requires something for the full satisfaction of his being; the world requires something else, and will have it. What are we to do? Are we to give the highest education possible, irrespective of practical needs, or are

we to give up education altogether, and let the world do what it will with its own?"

It is just this inattention to practical needs that is proving the bane of the much-vaunted English public school education of the present day. One is reminded of a picture that appeared in *Punch* some year or so ago. The Colonel and Sir Gorgius Midas are talking together in a club, and the former assures the latter, "What *I* suffer from is a neglected education." Sir Gorgius, whose main regret is that he was never at a public school, replies: "Want of education? Why, 'ang it, you were brought up at Eaton, weren't you?" "Yes," said the Colonel, "that's just it." It is only too true. Sir Gorgius Midas owes his success in life as a business man to education by its practical needs, the Colonel is only a club-loafer and a poorly-paid military man, because he received an early education which fitted him for nothing better. The questions raised by these facts are not merely interesting to people in the Old World. They are of deep importance to Canada at the present moment. Education can hardly be said to be in its infancy in Canada, and the Protestants of Quebec may be proud of what they have done in this line, all things considered. But we have a definite problem before us. Is education to be moulded upon an ideal which is actually breaking down in England—the ideal of all-round education? Or is Canada to educate her sons in accordance with the requirements of the time—to make education more practical?

It seems to us that the question is hardly one that admits of debate. The tendency of the age is directly in favor of the specialization of functions. A man's success in life depends, in the long run, upon his more or less complete mastery of some specialty. An university education is the best possible training for the professions, but ordinary observation shows how seriously it unfits a man for a career in business or in other practical lines. And the same thing applies, possibly to a less extent, to education in its lower grades. The subject is one that is well worth our consideration.

---

## BOOK NOTICES.

Professor Thom's *Two Shakespeare Examinations*\* would be a useful addition to the library of Shakespeare students and teachers, if it did not contain so much that is to be found in a more practical shape elsewhere. There are many sensible remarks upon the study of Shakespeare by one who has obviously devoted much time to the study and elucidation of his author. The answers to the examination papers given by young ladies, pupils of Prof. Thom, are very creditable performances and fully deserve the commendation bestowed upon them by Mr. Furnivall in his characteristically conceited and egotistical letter. But we do not see why they should be printed. Prof. Thom's Remarks on the study of Shakespeare might be better written. The chapter is full of such English as "there is much reason for choosing for the young the way of contact least liable to wrong going." But those to whom a bad style is no obstacle will be able to gather some useful hints from what he has to say. The reader will be amused by his author's virulent attack on the study of "modern languages," (p. 138-9). Perhaps the best thing that can be said for the book is that it will be found useful to students who wish to cram for examination on *Macbeth* and *Hamlet*.

There is a story that Gladstone was once asked how he had the patience to spend so many years in the House of Commons listening to interminable speeches, and that he replied by producing the rough copy of a translation from one of his favorite classical poets. Doubtless schoolmasters with a knack for verses find a quiet satisfaction in work of a similar kind in spare moments during their scholastic duties. Such at least we conceive to be the origin of Mr. Isaac Flagg's *Pedantic Versicles* † which comes to us neatly printed in a dainty little volume. The poems themselves fall into two recognised classes: some are serious and some are comic. For ourselves we prefer the non-comic poems. Mr. Flagg clearly possesses no inconsiderable powers as a versifier, knows his Horace and Sophocles, is a trout-fisher, a lover of nature though not of total abstaining, and fond of puns. As a result we have the present volume, the composition of which must have been a constant source of pleasure to its author and which we hope will be duly prized by his pupils. Several of the poems are really very pleasing, especially "Hylethen," the paraphrases from Theocritus are spirited and some of the epigrams

---

\* *Two Shakespeare Examinations with some Remarks on the Classroom Study of Shakespeare*, by William Taylor Thom, M.A., Professor of English Literature in Hollins Institute, Virginia. Mailing price 56 cents. (Ginn & Heath: Boston.)

† *Pedantic Versicles*. By Isaac Flagg. Mailing price 75 cents. (Ginn & Heath: Boston).



capital. But why does Mr. Flagg print "Cyclops" and "Kyklops," "Calypso" and "Kalypso" indiscriminately, and why does he make "had done," "that one," "sad fun," and "mad run," rhyme together? Nor do we see how he can justify *memet ipso* on p. 11. Comic verse, like that on p. 7, should be in rhyme, and many of the songs (especially pp. 66-70) do not "sing." Notwithstanding these and other points open to criticism, Mr. Flagg may well be proud of his "Pedantic Versicles," and we are sure that his classes will not suffer from his continuing his poetical studies.

Professor Allen's *Reader's Guide to English History*\* is a partially revised re-issue of a little book which we reviewed last year (Vol. II, p. 483). Few corrections have been made and "Lauder" remains as before, *Lauder* (p. 25). On the other hand Professor Allen prints a Supplement containing lists of books, &c., relating to Ancient and American History, and the Modern History of Europe. This will make his work more complete and all that remains to be done is to alter the title and re-arrange the lists, striking out many of the books recommended, adding others, and putting those that remain in their proper places.

Mr. Lambert's *Edition of Robinson Crusoe*¶ is well printed and strongly bound. The original by Defoe has been abridged by omitting episodes and condensing the moral reflections. The text has been expurgated and "the long and involved sentences have been cast into a simpler form," while "the diction of the author has been carefully preserved." The work has been divided into chapters and the editor has added explanatory notes and a Biographical sketch of the author.

---

#### LOCAL ITEMS.

*Free High School Scholarships.*—Twenty pupils of the several Common Schools of the Protestant Board of School Commissioners have been promoted to the High Schools on free Commissioners' Scholarships. These promotions have taken place in accordance with the printed regulation of the Protestant Board. "The Board will promote to the High School, as free scholars, all such pupils in the Senior Classes of the Common Schools as, in addition to taking a general proficiency prize, secure three-fourths of the

---

\* The Reader's Guide to English History. By William Francis Allen, A.M., Professor in the University of Wisconsin. Mailing price 25 cents. (Ginn & Heath: Boston).

¶ Life and Adventures of Robinson Crusoe, edited for the use of Schools, by W. H. Lambert, Superintendent of Schools, Malden, Mass. Mailing price 30 cents. (Ginn & Heath: Boston).

marks attainable in Latin and in French. Should the boys so promoted pass through the High School with credit, the Board will make arrangements for their free education in the Arts Department of McGill University. No promotion, whether to the High School or to the University, can take place unless the candidate previously produce a certificate of good conduct from the Head of the School from which he seeks to be advanced." The pupils promoted have by the excellence of their answers in the April examinations fulfilled the necessary conditions, as follows:—In French the percentage of correct answers ranged from 77 to 99, in Latin from 75 to 99, and in all the subjects of examination taken together from 78 to 96. The names of the pupils promoted are: John Pederson, Ida Lawson, of the *Panet Street School*; Minnie Maxwell, Ida Rickaby, James Mitchell, Augusta Turner, Sarah B. Scott, Sydney Carter, of the *Sherbrooke Street School*; James E. McPherson, Alfred G. Walford, Thomas Reed, George Baillie, Elizabeth McGregor, of the *British and Canadian School*; Annie Williams, Blanche Fabian, John Eakin, of the *Ann Street School*; Lillian Hendrie, James Smith, Edward Hilliard, of the *Royal Arthur School*; and Wilfred Lucas, of the *Point St. Charles School*.

*Protestant Board of School Commissioners, Montreal.*—At the meeting of the Protestant Board of School Commissioners, held June 7th, the City Treasurer's statement of the city school tax for 1882, was submitted and considered, showing the total tax of the year on the Roman Catholic panel to be \$54,725.20, on the Protestant panel \$64,859.40, and on the neutral panel \$13,481.60. Of the latter tax a fraction more than 26 per cent was paid to the Protestant Board of School Commissioners, so that their gross income from the school taxation of the year was \$68,419.58. Of this amount, however, \$24,849.48 was deducted for interest and sinking fund of bonds issued, and \$3,703.89 for water rates and municipal taxes. The net income, therefore, of the Protestant Board from the school tax, in other words the amount of school tax available directly for educational purposes was \$39,866.21. The reports of attendance in the High, Senior, Common and St. George's Schools were submitted, showing a total enrolment for the month of May of 3,478 pupils, an increase of 106 over that of the month of April. The resignations of Mr. Arthy, head master of the preparatory High School, and of Mr. Ahern, second master of the Ann Street School, were submitted and accepted, and many applications for employment as teachers were received and filed. On reception of a letter from the Ven. Archdeacon Evans, it was resolved to pay to the St. George's School, for one year longer, the reduced subsidy of \$300.

At the meeting of the Board held on Wednesday afternoon,

July 17th, the Committee on opening and accepting tenders for the new school building reported that they had received six tenders for masonry, four for brick work, five for plastering, five for carpentry, six for painting, two for roofing and two for plumbing, and that in each instance the lowest tender had been accepted, viz.: Masonry, St. Louis & Bro., \$4,182; bricklaying, J. Bulmer, \$7,950; plastering, Phillips & Wand, \$1,195; carpentry, A. McIntyre, \$8,550; painting, Castle & Son, \$775; roofing, James & Co., \$737; plumbing, R. Mitchell & Co., \$690. The Committee for the purpose reported having ordered such repairs only as were absolutely necessary, principally the renewal of a floor in the Panet street school and the whitewashing of the basement of the Sherbrooke street school. The Chairman reported the appointment of Mr. Frankenstein as teacher of German in the High Schools. The Secretary submitted the statement of accounts for June, duly audited by him, being the last statement for the year 1882-3. He reported the finances of the Board in a healthy condition. The ordinary revenue for the year just completed had exceeded the ordinary expenditure by \$8,370.74, by which amount the total indebtedness of the Board had been reduced, independently of the sum accruing from the sale of Buruside Hall. Mr. Evans submitted an estimate of revenue and expenditure for the incoming year. The Secretary and Superintendent of the schools of the Board submitted his resignation. It was accepted and he was instructed to advertise for a successor at a salary of \$1,800. Mr. Mooney (Alderman) was appointed by unanimous vote Treasurer of the Board.

*Retirement of Mr. William Lunn.*—On the occasion of the retirement of Mr. W. Lunn from the Protestant Board of School Commissioners, Montreal, to make room for the appointment of Alderman Mooney, the following letter was addressed to him by the Chairman of the Board with which his name has been so long associated and to whom he has given so much of his valuable time and attention. Since the year 1822 Mr. Lunn has been constantly engaged in the work of popular education. The letter which follows was read to the Board and ordered to be inserted in the minutes:—"Dear Mr. Lunn, I write in the name of the Board of Commissioners, and at their request, to express our sincere regret at the severance of the connection between yourself and ourselves as a Corporate Body. You have devoted so much labour, thought, and time to the cause of education in this city, that you merit the gratitude of every intelligent member of the community. You will ever be held in respectful regard, not only on personal grounds, but on account of the benefits that you have been the means of conferring upon our Protestant citizens. As a Commissioner, and as Honorary Treasurer, you have been an example to us all for your intelligent

interest in our needs, and for the regularity of your attendance. With the strong desire of retaining you among us we beg to offer you the position of Honorary Secretary. We are by law entitled to make this offer, and if you do us the favour to accept it, it will entitle you to be present at all our meetings. With every good wish, I remain, &c., R. W. Norman, Chairman of the Board."

*Dr. Robins' appointment to the McGill Normal School.*—There can be but one opinion with regard to an arrangement, the gain accruing from which to the whole Province of Quebec is more than sufficient to counterbalance the loss to Protestant Education in Montreal. That Dr. Robins would be chosen as the successor to Principal Hicks was a foregone conclusion; but his appointment is especially opportune at the present moment, when there is a general feeling among educationists that considerable changes will have to be made in the McGill Normal School, to keep it abreast of the times and to enable it to fulfil its proper function as the training school of teachers for the Province. For the accomplishment of this task, requiring not only energy and administrative ability, but skill as a teacher and catholicity of views upon education, we can imagine no one better fitted than Dr. Robins. We wish him every success in his new sphere of action.

*Presentation to Mr. C. A. Jackson.*—On Monday, July 2nd, the friends of C. A. Jackson, Esq., in Knowlton, invited him to meet them at the Lake View House, where they assembled to the number of eighty-two. The Hon. W. W. Lynch on their behalf presented Mr. Jackson with a beautiful rosewood music box, with an address accompanying it, signed by a large number of persons and containing the names of the Hon. W. W. Lynch, Sydney Fisher, M.P., and of other influential persons in the vicinity. Mr. Jackson having replied, supper was served at the Lake View House. Mr. Jackson has every reason to be proud of the position he has earned for himself in his county, and the best wish we could give for Knowlton Academy, is that he might always remain at its head. Incidentally we may mention that by the last Government report Knowlton Academy is marked as first in the District of Bedford and third in the Province of Quebec.

*Presentation to Mr. E. W. Arthy.*—On the occasion of the retirement of Mr. Arthy from the Head mastership of the Preparatory High School, he was presented with a handsome pendant clock accompanied by an address thanking him for his constant zeal in the interests of the school and kindness to the scholars. The address was signed by the heads of the different forms. We hope we are not premature in congratulating the Protestant Board upon securing Mr. Arthy's services as Secretary and Superintendent. Such is the general confidence his admirable admin-

istration of the Preparatory High School created that we feel the only difficulty he will have to contend with in his new position will arise from the shadow of a great name. It will be no easy matter to fill the chair vacated by Dr. Robins.

*Translations and Appointments.*—The vacancy created by the retirement of Mr. Arthy from the Head mastership of the Preparatory High School has been filled by the translation of Mr. A. N. Shewan, M.A., from the High School, Mr. Wellington Dixon, B.A., being appointed to take his place. Mr. R. J. Elliott has been appointed head of the Dorchester Street School, to fill the vacancy created by the death of Mr. Haney. Mr. J. Ferguson has been appointed second master of the Royal Arthur School.

#### MISCELLANEOUS.

*Hygienic.*—An interesting paper has recently been published by Berlin on the influence upon the eyes and the spines of school children which so simple a matter as the position of the copy-book in writing may exert. It is based upon the report of a commission appointed to investigate the effect of slanting writing in the schools of Wurtemberg. In writing or drawing with straight lines the visual axes move, by preference, in two general directions, vertical and horizontal, because in looking upwards or downwards, or to either side, their paths are straight, while in diagonal movements they describe a curve. It was discovered that 93 per cent. of the children who were under observation made the down-strokes in a direction nearly at right angles with that of the base line—*i. e.*, the line connecting the centres of the rotation of the two eyes and forming a triangle with the visual axis in convergence. This is done with the least strain when the copy-book is tilted towards the left; when the child is compelled to write with the book parallel to the edge of the desk, he brings the base line perpendicular to the down-strokes by turning head towards the right and twisting his spine. This contortion brings the eyes nearer to the page, and the left eye nearer to it than the right. In a discussion on this subject at the meeting of the Ophthalmic Society, at Heidelberg, Laqueur and Manz favoured the slanting system of writing with an oblique position of the book, on the ground that it throws the work more on the flexor muscles of the forearm, which are naturally stronger than the extensors, and Berlin dwelt upon the fact that this system admits of greater rapidity of execution. The surface of the common slate being shiny, and presenting an insufficient contrast with the letters, necessitates a near approach of the eyes and consequent excessive accommodation and convergence—the most important factors in the development of myopia—and Cohn has therefore caused artificial white slates and special pencils to be

manufactured, which offer the conveniences which have given the old articles universal currency among former generations of children without their hygienic defects.—*Lancet*.

## DEPARTMENT OF PUBLIC INSTRUCTION.

## OFFICIAL ANNOUNCEMENTS.

From *Quebec Official Gazette*.

Notice is hereby given that under the powers granted by Vict. 46, cap. XX., a complete union has been established between the trustees of the dissentient minority of the municipality of Lauzon, county of Levis, and the trustees of the dissentient minority of the municipality of Notre-Dame de la Victoire et Levisville, county of Levis, for all school purposes, and that their schools will be conducted in accordance with regulations prescribed in such cases until further notice. Gédéon Ouimet, Superintendent, Quebec, 25th May, 1883.

His Honor the Lieutenant Governor has been pleased by order in council dated the fifth of June instant (1883), to erect into a school municipality the new rural municipality of D'Israeli, in the county of Wolfe, with the same limits which are assigned to it as such rural municipality, by the order in council of the fifteenth of November, 1882.

His Honor the Lieutenant Governor has been pleased by order in council, dated the 31st of May last, to make the following appointments :

*School Commissioners*.—City of Quebec, (Protestants).—Captain William H. Carter, *vice* Mr. William Walker, who has left the municipality.

Contrecoeur, Verchères.—The Rev. P. E. Lursier, *vice* the Rev. Ph. E. Dagenais, who has left the municipality.

*School Trustees*.—Côte St. Louis, Hochelaga.—Mr. Samuel Simmons, *vice* Mr. John Palmer, who has left the municipality.

Magog, (township) Stanstead.—Mr. William Horan, *vice* Mr. Pat. Donegan, deceased, no election having taken place within the delay fixed by law.

His Honor the Lieutenant Governor has been pleased by order in council, dated the 12th of June instant, to make the following appointments.

*School Commissioners*.—Saint Donat, Montcalm.—The Rev. A. G. Bérard, Priest, and Messrs. Césaire Coust, Joseph Sylvain, Pierre Villeneuve and Isaac Mousseau, New municipality.

Village of Point Fortune, Vaudreuil.—Messrs. Michael McManus, Eustache Théoret, Dolphis Filion, André Roy and Hyacinthe Séguin. New municipality.

Pointe Claire, Jacques-Cartier.—Mr. Anthime Legault, *vice* Mr. Venant Théoret, junior, who has left the municipality since upwards of a month and who has not been replaced by any election.

Wendover and Simpson, Drummond.—Mr. Louis Joseph Jutras, *vice* Mr. Alfred Houle, who has left the municipality since upwards of six months and who has not been replaced by any election.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 31st of May last, to modify the order in council of the 11th of October, 1882, by omitting therefrom the following words : " Thomas Wiseman, " school trustees, for the school municipality of Côte St. Louis," and replacing them by the words : " James Hooper, school trustees for the school municipality of Saint Louis du Mile End," seeing that Mr. Thomas Wiseman is unwilling to act, and that Saint Louis du Mile End is the name of the municipality.

His Honor the Lieutenant Governor has been pleased by order in council dated the 31st of May last, to annex for school purposes to the municipality of Saint Victor de Tring, in the county of Beauce, that part of the second and third ranges of the township of Brouillon, which is already annexed to the parish of Saint Victor de Tring, for religious and municipal purposes.

His Honor the Lieutenant Governor has been pleased by order in council, dated the 19th instant :

To appoint the Rev. J. Smith and Dr. William Maguire, members of the board of Catholic examiners sitting at New Carlisle, in the county of Bonaventure, *vice* Mr. T. D. Gauvreau, and the Rev. P. J. Fortier, who have ceased to reside within a convenient distance from the said office to continue to form part thereof.

To erect into a school municipality, under the name of "School Municipality of the Village of Richelieu," in the county of Rouville, all the territory incorporated under the name of the village of Richelieu, less, however, the lands belonging to Joseph Rainville, Arthur Choquette, Charles Mertel, Joseph Choquette and Edmond Lareau, said lands being designated as numbers 92 and 93, south west part of 94, the residue of 94 and 97, of the official cadastre of the village of Richelieu, to which territory are joined and annexed, on the south side, the lands belonging to the following persons of the parish of N. D. de Bonsecours, to wit: François Saurette, Paul Napoléon Vigeant, Jean Baptiste Bousquet, William Mack, Louis Meunier, Charles Servais, being Nos. 1, 2, 3, 7, 8, 9, 11, of the said cadastre, Elzéar Daigneau, Damase Varieur and Joseph St. Pierre, whose properties form part of No. 3 of the said cadastre.

To annex for school purposes to the parish of Saint Anastasie de Nelson, in the county of Megantic, the 9th and 10th ranges of township Nelson which are already annexed thereto for civil purposes by the Act 45 Vict., ch. 43.

His Honor the Lieutenant Governor has been pleased by order in council, dated the 9th July instant, (1883), to annex to the school municipality of "Buckland," in the county of Bellechasse, all that part of the "township Mailloux" which has been annexed to the parish of Notre Dame Auxiliatrice de Buckland, by the act 46 Vict., chap. 40, intituled: "An Act to civilly erect the parish of Notre Dame Auxiliatrice de Buckland, in the county of Bellechasse."

His Honor the Lieutenant Governor has been pleased by order in council, dated the 5th July instant, (1883), to modify the order in council No. 83 of the 19th March, 1877, respecting the division of the township of Aylwin, in the county of Ottawa, into two distinct school municipalities, by leaving out the words "fifth range and the thirty seven first lots of the sixth, seventh and eight ranges," and inserting in their stead the words "fifth, sixth, seventh and eight ranges."

The Lieutenant Governor in council has been pleased to appoint Sampson Paul Robins, esquire, LL.D., Principal and Ordinary Professor of the McGill Normal School *vice* William Henry Hicks, esquire, who has retired with the title of Emeritus Principal and Associate Professor, July 12th, 1883.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 16th of June instant, (1883), to appoint Mr. Benoit Lalonde, school commissioner for the school municipality of Saint Placide, in the county of Two Mountains, *vice* Mr. Ophné Louis Gadoury, whose appointment has been revoked.

His Honor the Lieutenant Governor has been pleased by order in council, dated the 9th July (1883), to erect the parish of "Sainte Philomène de Fortierville," in the county of Lotbinière, into a school municipality, as civilly erected by proclamation dated 1st May, 1882.