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THE
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Articles: Original and Selected.

NATURE STUDY.

By HERBERT E. WHITCHER, HEATHTON, P.Q.

Let every teacher who has not introduced "Nature Study" into his school, devote fifteen or twenty minutes daily to this study. It would be well to begin with the fall term, because the fruits, leaves and late flowers will furnish abundant material till snow comes, and then the animals, insects, minerals, rain, snow, etc., may be taken up.

Nature Study, if the lessons are conducted in a proper way, are very valuable for many reasons. The child acquires a great amount of practical knowledge and becomes observant.

This power of observing, which we are to teach the child to exercise for himself, is the chief aim of these lessons.

Also the lessons in "Nature Study" furnish abundant material for "Language Lessons," which, I find in my experience in district schools are sorely needed. I will explain later how the Nature Study lessons may be used as Language Lessons.

Nature Study is very interesting to both teacher and pupils. My scholars bring in facts about the object to be examined and each strives to get the most. I let them find out all they are able for themselves, and when it is time for the lesson, I keep silent and let the pupils do all the talking. If other knowledge, which the children cannot find out for themselves, is needed, I

communicate it to them. Of course, where possible, each child should be provided with one of the objects to be examined. The children will tell you what they see, but you must direct their observations.

Every teacher, in order to teach Nature Study successfully, must have some knowledge of Botany, Zoology, etc. I have many methods which I find successful in teaching the children to be observant, one of which is: I have the scholars keep a record of the weather. They put down the date, say whether it is clear or cloudy, warm or cold, rain or snow, etc. It is well to have them record the temperature. If all district schools are equipped as well as mine, you will not find a thermometer or much of anything else; but I construct all the apparatus I can and buy the rest. It will pay you to buy these implements because you will see the great improvement your children have made. Each child should be provided with a note book, in which he preserves the lessons with his own observations which may be few at first but after a few lessons you will be surprised to see how they will open their eyes. Introduce no technical terms, (petals, serrate, etc., use flower leaves, saw-toothed, etc.) until needed. After a time the children will see the need of a word to express "saw-toothed." Introduce it and the children will want to use it. Never introduce these words in bulk, to be learned, because they will go in one ear and out the other.

Review lessons carefully and compare, noting the differences, the lesson of to-day with that of yesterday. Below I give a few specimen lessons on different objects. Firstly, take up any plant to get the parts with their uses.

Plant:—Root, stem, flower, (petals), (flower leaves at first), sepals, stamens, pistil, pollen, ovary, etc., and then the use of each.

It would be well to take up the uses of some of the plants under this lesson.

Now we will examine a particular flower plant.

Aster:—(1) Where found? (2) Root (kind color); (3) stem (color, hollow or sound); (4) leaves (color, how veined, serrate, crenate); (5) flower color, *a*, stamens (number, etc.) *b*, sepals, petals (number, etc.) *c*, Pistil, anthers, stigma, etc., (6) fruit, (ovary how formed, number of seeds, etc.)

Other fall flowers, golden-rod, etc., may be taken up.

The fruits, pumpkin, squash, tomatoes, apples, etc., will furnish valuable October lessons.

Let each child have a specimen which he has gathered himself, but accept no mutilated specimen and have specimens as fresh as possible.

Teach your scholars to gather the whole plant in a careful manner.

Specimen lesson on an animal.

Horse:—(1) size, (2) color, (3) home, (4) feet (great speed, why?) (5) food, (6) use, (have scholars enumerate different uses of horse to man.)

Here is a place to bring in a lesson on the kindness to animals.

How should we treat the horse for his work?

Often in these lessons on our domestic animals, interesting conversations may be had because the fathers of the children own different breeds of horses, cows, sheep, etc., and each boy will give reasons why his father's stock is best. Much more than I have outlined may be put in a lesson by the enthusiastic teacher, but the conversation should be to the point. Tolerate no silly questions. Take up cow, sheep, goat, deer, cat, dog, and insects in much the same way.

Specimen lesson on a mineral.

Iron:—(1) where found? (2) color, (3) weight, (4) how obtained? (in ore) (5) how smelted? (6) use (have children enumerate the various uses of iron.)

Other lessons may be made on copper, gold, silver, lead, etc.

Specimen lesson on Rain:—(1) what is it? (2) where does it come from? (3) how does it get into the air? (4) how is moisture carried? (5) how is moisture condensed? (illustrate this by boiling water on the stove and let the steam come in contact with a cold surface) (6) use (have children enumerate the uses of rain.)

Snow, hail, frost, dew, etc., will furnish other lessons. In the lessons on rain, dew, clouds, etc., the teacher must supply such information as the children cannot find out for themselves. I could outline many more lessons on this subject, but I deem the above specimen lessons sufficient for the live, energetic teacher who can make lessons of his own. All teachers who introduce this subject into their schools, note the results of their work at the end of the year. You will find that your scholars, besides the acquisition of a great amount of practical knowledge, have improved in the power of observing and in using their mother tongue.

The Language Work.

After the plant or animal has been observed by the scholars and they have told you, in detached sentences, about their observations, put an outline, with a drawing if possible, on the blackboard, and let the scholars fill it in. You will get some very pretty stories.

The stories should be read aloud and corrected.

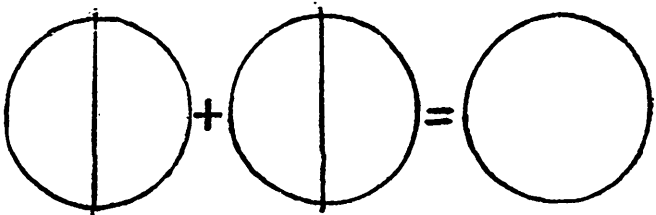
All stories should be commended if the scholars have done their best. The scholars are always interested in the stories and some nice ones are produced. It is well, under the language work, to introduce poems from our standard authors. For instance, if we are studying about snow, read Whittier's "Snow Bound," if about plants, read Longfellow's "Flowers." If these lessons will be any help to my fellow teachers, I shall feel paid for writing an outline of them.

FRACTIONS.

By MISS MARY E. KINGSBURY.

To those of us who struggled through fractions without seeing them practically illustrated, the present method of using objects before figures, often causes the remark, "If I had been taught in that manner I should have understood fractions." I fear many of us see the numerical representation now when we should see the concrete. Realizing this, let us build better for others.

For convenience and simplicity, nothing is better than discs, five inches in diameter, cut from heavy manilla paper. While I believe it is true that a clumsy model made by the child is more truly educative than a perfect one made for him, I do not advise, in this case, that the children make their own discs, unless the class is smaller than those usual to public schools. The ragged edges, and uneven divisions made by the children would interfere with the accuracy necessary to the work. I give them discs carefully prepared beforehand.



I begin the study of fractions in February, usually, with first year children; in other grades it is continuous through the year. I give each child in the group at the table, a disc, and take one myself. I call mine a pie, and the children give theirs a name. Next, I fold mine in the centre, and some one is able to tell me

I have made it into two halves. I give them each two halves, and they lay them upon the whole one and find that they fit. Then I get the statement, "My cake has two halves," "My orange has two halves," etc. We have had the object, next comes the picture.

I give each one a paste-board disc, one inch and a half in diameter (purchased at Dennison's, Franklin street, Boston) a lead pencil, a colored pencil, a short card-board measure, and a piece of common manilla paper. I have drawn a short, heavy mark at the top and bottom of the disc, to insure accurate divisions into halves.

I place my disc on my paper, mark round it with my lead pencil, (marking towards the left as in drawing a circle), place a dot above and below, to show where the division line is to be, lay aside the disc, draw a division line by the help of the card-board measure. A short distance to the right of this circle I draw another, divided in the same manner, to the right of this, another, not divided. I place the sign of addition between the first and second circles, the sign of equality between the second and third. I color the left half of the first and second circle, and the whole of the third. The picture reads $\frac{1}{2}$ and $\frac{1}{2}$ are one whole. (See illustration.) The children work with me upon their own paper, each tell me what his picture says, and the group go to their seats to repeat the illustration below the one made with me. At first the work will be imperfect, and the colored pencil marks will exceed the limit of the drawn circle, but in a few weeks tolerable accuracy is attained. The work is also made of ethical value as when the divisions are inaccurate, I say, "We want this circle to tell the truth and really be one half."

The next time the group come to me for a lesson, two halves are given them and named as before. I ask them to put one half behind them or to cover it, "What is left?" I ask a few practical questions bearing upon this fact, then we represent $1 = \frac{1}{2} + \frac{1}{2}$.

At the next lesson fourths are given the groups and they are led to see $\frac{4}{4} = 1$, $\frac{2}{4} = \frac{1}{2}$. Since the last lesson I have made the divisions on their discs necessary for dividing into fourths. With the exception of the paper, the materials for the work are kept in the box fastened to each desk as described in *Primary Education* for September. It involves some labor to keep the colored pencils in good order, and I have tried to wax crayons, but did not find them satisfactory.

The following combinations are taught and illustrated in due order. Including those I have explained, they are :

$$\begin{array}{l} \frac{1}{2} + \frac{1}{2} = 1 \\ \frac{4}{4} = 1 \\ \frac{1}{2} + \frac{1}{4} = \frac{3}{4} \\ \frac{1}{2} + \frac{3}{4} = 1 + \frac{1}{4} \end{array} \qquad \begin{array}{l} 1 - \frac{1}{2} = \frac{1}{2} \\ \frac{4}{4} = \frac{2}{2} \\ \frac{3}{4} - \frac{1}{2} = \frac{1}{4} \\ \frac{5}{4} - \frac{1}{2} = \frac{3}{4} \end{array}$$

This is as far as I carry the combination of halves and fourths. In the last two, *two* circles are, of course, needed to express five fourths.

Next, I teach eighths. It is not necessary to further illustrate the method, as it follows that used for halves and fourths. The combinations are :

$$\begin{array}{l} \frac{8}{8} = 1 \\ \frac{4}{8} = \frac{1}{2} \\ \frac{2}{8} = \frac{1}{4} \\ \frac{1}{8} = \frac{1}{8} \\ \frac{1}{8} + \frac{1}{8} = \frac{2}{8} \\ \frac{1}{8} - \frac{1}{8} = \frac{0}{8} \\ \frac{1}{8} + \frac{3}{8} = \frac{4}{8} \end{array} \qquad \begin{array}{l} \frac{1}{4} + \frac{1}{8} = \frac{3}{8} \\ \frac{1}{4} - \frac{1}{8} = \frac{1}{8} \\ \frac{1}{4} + \frac{3}{8} = \frac{5}{8} \\ \frac{1}{4} - \frac{1}{8} = \frac{1}{8} \\ \frac{1}{4} + \frac{5}{8} = \frac{7}{8} \\ \frac{1}{4} - \frac{1}{8} = \frac{1}{8} \end{array}$$

It will be seen that I have selected the odd numbers for practice and use. I give questions in class review that include the simpler combinations, *e. g.*, $\frac{1}{2} + \frac{3}{4}$, $\frac{1}{2} + \frac{5}{8}$; but think it important that only the most difficult should be illustrated. I do not give a lesson in fractions *every* day, but illustrative work is done every day, and a few minutes at the beginning of each new lesson are given to review of facts already taught. To save time I make upon thick, flexible manilla paper, a full set of the combinations to be illustrated, cutting each paper nine inches wide and long enough to allow the circles to be five inches in diameter, the circles and signs are drawn heavily with a crayon pencil, and the sections colored with water color. The work should be so clearly done that a child seated at the rear of the room can see, without fail.

Always have the lesson read aloud by the class before it is copied. I have spoken of the use of *discs* only. Use other models by all means. One noted educator objects to the use of discs as he says the child thinks that one-half means *shape* as well as proportional part, and advises the use of strips of paper. I have never observed that the child was confused by using discs, but think it advisable to use various devices.

I know by experience that the children enjoy the pencil work, and feel that they must gain a correct sense of fractional parts while doing the work. If each child could have water

color material at hand as easily as he has colored pencil, I should prefer to have the sections colored in that way.

During the time devoted to practical questions, I often make combinations of these fractions, *e. g.*, $\frac{1}{2} + \frac{1}{4} + \frac{1}{8}$, how many eighths?

To my mind, the value of this work lies, not in the glib answers given by the children, but in the fact that a foundation is laid for good work in the future.

The work done during the second and third years will be treated in a subsequent article.

EXPULSION FROM SCHOOL.

There are those boys of the "smart age" whose souls cannot be reached either through the skin or through the ear; punishment to them is only for the time being and soon forgotten, while good advice is a thing of the past, as it were, going in one ear and out of the other.

It is the youth of one or two more summers that sets the bad example for his younger playfellow and schoolmate, and I believe it is after this companion, more than the teacher or the parent, that many lives are moulded either in the good or in the bad, but too often in the latter.

Fellow teachers look around you and note the number of your boys that smoke cigarettes and use profane and indecent language on the street if not on the school ground; there are many such and their influence is of the very worst, but the question comes to us what can we do when boys are encouraged in these things at home? The task is a difficult one when it becomes necessary to teach the parents as well as the child, and all the more difficult when boys are of the age referred to above.

Parents too often overlook the faults of their own children and see only the reflected faults in others, turning a blind eye to their boys and a deaf ear to the teacher. Then in view of these facts and when all other plans have failed, shall we resort to expulsion or shall we keep a stiff upper lip and retain such an one, allow him to attend our schools and perchance be the means of a half dozen or more of our better boys falling into the same snare which he sets daily for them and, like the spider, wraps the thread of destruction about them?

As to expulsion it should be resorted to only when all else has failed and every teacher should consider carefully what the outcome may be before taking action; especially the teachers

in the cities and villages where there are already as many boys graduating from street's school as from the high school; in cities and villages more than in the country where there is plenty of work to do on the farm, boys are only too well pleased to be expelled from school that they may spend their time in idleness on the street; many a youth has ruined the seat of his pantaloons, his jack-knife, and his reputation on a dry goods box on the street corner within a stone's throw of the high school.

What we teachers most need is the hearty support of parents in the school, in the home, and in society, also a truant officer, "O Legislators," whose duty shall be to see to it that boys are kept in school, and then we can rid the streets of the vice of this young element and prepare our boys for true citizenship.

THE TONE OF THE SCHOOL.

BY AN EX-SUPERINTENDENT.

I have been struck more by the tone or absence of tone in the school-room than even the scholarship. And I have ever found scholarship to be in some inscrutable way dependent on tone. It is not easy to define *tone* in the school-room, but what is meant is the existence of energy; energy in operation gives force.

In one school G—— was the presiding teacher; he had four assistants. He always talked loud and boisterously; he knew his knowledge so well and he liked to talk so well that he did a great part of the reciting himself. One day the class had "finding the least common multiple of 6, 8, and 10." A boy stood at the blackboard.

"Well, Charles, you divide by 2, do you? You get what? Ah, I see, 3, 4, and 5. Well, now multiply these together, don't you? Oh! you have. It is—60. Right. And that again by 2—120. Now you can divide all these into it, can't you? 6 goes into 120—20 times; 8 goes 15 times; 10 goes 12 times, see? Very well done, Charles, be seated."

All of this was said in a vigorous, loud, strong voice. Charles had but little to do with that common multiple. I knew the master well and said nothing then.

Another boy was called up and he and the master went through the business of finding the least common multiple of 5, 10, and 15. Then another was called up and he and the master tackled 6, 8, and 12.

The next week I came in again and asked Charles to give me a small number; he gave 6. I asked James for one, he gave 10. Carrie gave 14. Now I said, "I want a number that I can divide by each of these—can you find it?"

The master wanted to suggest, but I shook my head, "Why, boys, what are you thinking about?"

Now the master by his boisterousness, his noisy manner and his prompting, his everlasting telling, telling, had destroyed all the tone of that school; even his assistants were demoralized. But he was popular; the boys liked him. Scholarship was impossible, however, in his school-room. The master afterward went into politics.

Miss G—— had a school in the same town with three assistants. I stood in the hall a moment before I entered and I could hardly hear a sound, and yet I knew there must be fifty pupils there. Though it was muddy weather the floor was neat; it had evidently been brushed since the pupils went in. But few eyes were turned toward me as I entered; a boy came forward and gave me a seat.

A class was reading; the teacher stood at the rear of the room. At a signal the pupil reading gave a résumé of the lesson to me—it took twenty-five or thirty words. Then she proceeded to read. What struck me was that she had a *point to make* in her reading. She looked at the teacher every three or four words, in an earnest manner.

"Is that just the meaning? Suppose you try the last sentence, George. Before you rise, remember, you have to convince me of something." George rose and looked sharply at the teacher and caught her eye before he proceeded. "Well, George has made the point, I think." I felt that the class must have made a careful study of that part of the book.

"What did we read yesterday?" All were ready to reply.

"What did we read last week? Several were called on and gave intelligible accounts.

"Who can tell of subjects read last term? Tell me what pieces you liked best." Each had something to say.

"Tell me something you have read that you have had brought up in your life out of school."

One pupil referred to a line of poetry about the stars—but the "time is up."

Now the space between Miss G—— and the master was great; yet each had the same position of duty. A pupil in the room of the former had some chance of expansion—in the latter absolutely none.

Of course in subtracting the latter from the former a great difference is left which may be explained in generals or particulars. One may say that the former proceeded according to pedagogical principles, and the latter with no principles at all. I wish to state this more narrowly by saying Miss G— accumulated the energy in the pupil and directed it, and this gave *tone* to the entire school. All the operations of the school bore the marks of *tone*. The carriage of the pupils, the way they passed to their seats, their observance of me, their attention to their teacher, all were the opposite of the rough and ready slouchiness and boisterousness that appeared in the master's room.

Editorial Notes and Comments.

An event of paramount importance in the year's history of our educational system may be found in the late conference of the school inspectors of the province, held under the presidency of our new Superintendent of Public Instruction, Mr. de la Bruere. The meeting took place in St. Hyacinthe this year, and was attended by all the inspectors. The first session was taken up with the preliminaries, when addresses were read to Mr. de la Bruere by a deputation from the city council of St. Hyacinthe, and from the inspectors of the province. The replies from the recipient were seasoned with the best of advice to those interested in the educational welfare of the province, and could not but be received as a guarantee that the new superintendent was ready to co-operate with all who had a desire to help in raising the standard of education in Quebec. The question of the status of the inspectors themselves came up for discussion during the afternoon of the first day, and after a free expression of opinion it seemed to be the unanimous desire that one of the visits made by them during the year to the schools should be superseded by a conference of the teachers within the municipality. This is a movement in the right direction, and brings out clearly the idea that the function of the school inspector is to be found as much in his desire to promote educational progress amongst all classes, as in the making of a mere routine visit to the schools themselves for the purpose of being able to say what progress had been made or what attendance had been recorded. As one of the members of the conference advocated, the inspector should, as far as possible, endeavor during his first visit to train the teachers assembled in conference how to classify the pupils according to the course

of study, as well as to give them some notion of the school routine and discipline that produce the best results. The resolution that was carried in this connection is likely to meet with general satisfaction. It is as follows:—

“That in the opinion of the inspectors assembled it is desirable that the inspectors be required to make one visit, instead of the two now made, and that the first visit be replaced by conferences held amongst the teachers of the municipalities in their several inspectorates.”

—The second question that came up for discussion, referred to the school statistics, furnished by the schools, and it seemed to be the general opinion that all schools in the province, private and public, should be called upon to furnish statistics to the Department of Public Instruction, in order that the true proportion of those attending school in our population should be stated when our school statistics are placed before the public. On account of the imperfect reports, Quebec has often suffered at the hands of the outside statistician when it is placed in comparison with the other provinces of the Dominion. In this connection Mr. Parmelee presented Quebec's case in the clearest of terms. He said he often felt grieved at the exhibition made by the figures given in the Dominion Year Book regarding education. According to statistics twenty-five per cent. of the gross population of the Dominion was receiving education, whilst in Quebec only nineteen or twenty per cent. were attending school. This meant that either children were not attending school or were leaving too early. Their statistics were somewhat defective. In the cities of Montreal and Quebec, at all events on the Protestant side, there were a large number of private schools. As soon as any attempt was made to enforce any course of study people sent their children, as they had a perfect right to do, to one of these schools. Thus there was on the Protestant side a large number of children receiving education, but the schools refused to give statistics to the inspectors. There were some notable exceptions. Accurate returns would make a great difference. If a similar state of things exists on the Roman Catholic side—and it was said to be worse—the province is greatly maligned. Any institution receiving the Government grant should make all reasonable returns to the Government. It was difficult sometimes to secure them, but the law should cover these cases.

—It could hardly be expected that the perennial discussions about teachers' salaries should not be revived at an important meeting of this kind. The question arose from the programme

submitted, in which the query was put whether the fixing of a minimum salary would be satisfactory or not. The general opinion seemed to be that such a step would bring about a general improvement, although there would be difficulties in the way of arranging a scale of salaries to satisfy all communities. It was stated that many of the municipalities were too poor to pay a salary that might easily be paid by a large municipality. Mr. Hewton in advocating the positive of the question, said that if they were to wait for reform till all difficulties were removed, they would never get the reform, while it was further maintained that even if the minimum salaries were fixed upon by law, and that on this account several of our public schools would have to be closed, that the closing of such schools would not be in every sense a disadvantage to the province. A system that provides for an increase in the number of schools, until there are too many schools, is a defective system. The poorest schools in our province are the schools that are taught by poorly paid teachers. The most of these poorly paid teachers, as was said, were very inefficient; and if it be true that a poorly educated person makes as poor a citizen as an uneducated person, then there would be nothing to grieve over, if the fixing of a minimum salary would close the worst of our schools. The issue of the discussion is to be found in the final resolution, that the fixing of a minimum salary is the practical means of solving the problem of the amelioration of teachers as a body.

—While referring to the difficulty that some of the inspectors said they had experienced in getting the teachers to carry out the course of study, Mr. Hewton said that the committee appointed to present a *consensus* of opinion on this and other questions should consider the class of school that failed to carry out the programme, the particular subjects in which such failure occurred, and where and when the teacher obtained his or her diploma. He found that the schools which were weakest were the backwoods schools, with a three or four months' term, and second, schools where the teachers had obtained their diplomas years ago. The schools which were up to the age were those where the teachers had obtained recent diplomas. Raise the standard of the diploma, and the standard of schools will be raised. It was said that teachers could not be secured. If the pay was sufficient they could secure plenty of teachers, but not at the starvation wages they have heard so much about. If they once got to a point where sufficient teachers entered the profession, which should be the noblest of the world, they

would soon have the programme as it hung upon the wall carried out.

—We are ever being asked the question:—Is education a wealth-producing power? Here is the answer which Dr. Harris gives to the query of the utilitarian. No other State, says that distinguished educationist, is giving so much education to its people as Massachusetts, and yet all the education given in all its institutions does not amount on an average to so much as seven-eighths of an elementary education of eight years. Even Massachusetts is not over educating its people. But there would seem to be some connection between the fact that, while her citizens get nearly twice the national average amount of education, her wealth producing power as compared with other states stands almost in the same ratio namely (in 1885) at seventy-three cents per day for each man, woman and child, while the average for the whole nation was only forty cents.

—It is perfectly legitimate for a teacher to consider whether he is “getting on” as an educated man should, in fact he cannot but consider this matter. Over this he will sometimes ponder, even when his classes are busy over their geographies and grammars; sitting alone in the evening, his mind turns to this quickest of all. When he sees the lawyer or the physician moving along the street and entering houses of their own it recurs with still greater force. Who and what is he in the social and business world? Is he gaining the “property” as other active men are gaining it? The question of “getting on” deserves most careful consideration; it is right for a teacher who receives \$500 to try to earn and obtain \$1000. It is right for a teacher to lay up treasure on earth as well as in heaven. But the fact is that the teacher is not a merchant.—*School Journal*.

—A reform much needed, especially in the country schools, is a law, written or unwritten, which shall secure a more permanent tenure of office in the whole teaching force. No one who thinks can deny the value of a thorough mutual acquaintance between teacher and pupil. Young hearts and minds close tightly under the influence of timidity in the presence of a stranger. Some remain so a long time, under the influence of a deep-seated bashfulness. Only after long and thorough familiarity with the individuality of the teacher can there be the full and free flow of mental activity, uninterrupted by the restraints of strangeness and of constitutional diffidence. Again, the teacher must know the varying individuality of her pupils, and adapt her methods to the requirement of each. These

things cannot be attained in a moment. It takes time to reach the point of greatest efficiency in teaching. But, as things are now, the smaller schools are largely mere training ground for the teaching force of larger places. A given teacher no sooner shows herself a little more successful than the average than she is the easy prey of some omnipresent and omniscient superintendent, and an offer of a few dollars more salary tempts her to resign, that she may avail herself of the better place thus opened in a neighboring town or city. There is nothing to prevent this happening over and over again in one school year. We know of one school in which three different teachers have been employed, for the same set of pupils, in a single brief term. This is a grave evil, about equally pernicious to pupils and teachers. Something ought to be done; some moral, if not legal, requirement ought to compel teachers to abide by their positions at least until the end of the school year, unless prevented by physical disability. The present system is loose and wasteful. We invite discussion as to how this needed reform may best be secured.—*Education.*

—The campaign in favor of English in our schools through daily practice in the making of sentences has been opened with more enthusiasm than ever this year by our teachers.

The *Witness* urges on the good work in the following article which every teacher should read. The Rev. Dr. Robertson, says that journal, who bears a responsible relation to Presbyterian missions in the North-West, has written an article deprecating some omissions in ministerial education, and among them one which has been much forced on his own attention by the fact that the workers in the Territories, while they are faithful to the work assigned them, seem unable to write accounts of their work to the bodies and individuals who sustain them, even though this is made a condition of their positions. We have had similar reason to know how few of the missionaries sent to foreign lands are able to write to a newspaper such a description of their work as shall awake the interest and arouse the sympathy of readers at home. Many will say, and the missionaries no doubt say to themselves, that it is not because they are unable but because they are so much occupied in their important work that they cannot turn aside to amuse or interest the people at home. Interesting the people at home is, however, as valuable a service as influencing the heathen, and if the task came easy this fact would be quickly grasped. The letters they do write sometimes give no more local information than if they had been written within fifty miles of Montreal,

and sometimes while giving good local description might as well be cut out of some book of travels for all the Canadian reader would learn that the writer is a fellow Canadian and possibly a mutual acquaintance. A correspondent whose letter appears in this paper makes a like complaint to that of Mr. Robertson with regard to the teaching in our common schools. He thinks that the majority of the boys and girls who have passed through these schools can express themselves in elegant, grammatical English, but laments that there are many who cannot. We think he would have been justified in a severer statement. His definition that "true education consists in having a thorough knowledge of one's own native language, without which all other accomplishments are absolutely worthless," although it appears at first sight both crude and extravagant, comes perhaps much nearer the facts than is generally realized. The education of the mind has for its object to teach us to think and to communicate our thoughts. Thoughts uncommunicated are largely lost, and therefore if language were but a vehicle of communication the power of rightly using it is of immeasurable importance. But language is not only the vehicle by which thought is communicated, but it is the machine by which people think. Many suppose that it is quite possible to think all right without being able to communicate the thought in language. This would seem to be the case with people who have another means of expression. A man may be a very successful machinist, and may be able to put rare devices into iron, and be quite unable to describe his work so as to give clearly a reason for it. So a man may play chess, command a campaign or manage a factory. Such a one reaches his conclusions by unconscious genius, but in intellectual work which has no other expression than words there cannot be any evidence or even any consciousness of thinking without the use of language. We do not, then, half appreciate those arts by which thought is communicated, whether the art of written composition, the art of oratory or the art of conversation. Whether as a means of helping us to think or whether as a means of making any use of our thoughts, these are arts of prime importance. Oratory is of occasional value, but the others are needed by all mankind. A man differs from a factory machine, and is more or less to his fellow men just in proportion as he can communicate his thoughts. The newspaper, particularly the newspaper at the breakfast table, has done much to make that most valuable of all arts, the art of intelligent conversation, a lost one. We have come to think time given to conversation

wasted, and because we know so little how to converse it is largely wasted as compared with what it might be. Our poverty in this line is so lamentable that when we meet for pleasure the supreme pleasure of intercourse is counted hopeless as an entertainment. There must be a dance or a game or music which imposes silence to keep people going. The first object of entertainers seems to be to make conversation impossible, but the reason for this is that people do not know how to converse and that conversation is usually a failure. It is the dearth of language which makes our young people use slang and which makes our uneducated people swear so constantly. The slang word is very often, like the oath, nothing but a redundancy used to keep the tongue going while it runs ahead of its material. Nothing more valuable could be taught in school than how to converse and how to write a good letter. Schools have always had methods, good or bad, of teaching written composition, but the art of teaching the spoken language remains to be invented.

Current Events.

The death of the Rev. Dr. Cornish, Professor of Classics in the McGill University, though not unexpected, came as a shock to those who had not heard of his recent illness. He had just withdrawn from active service in the institution, with which his name has been so long associated. For many years he has served as a member of the Normal School Committee, and as such, has shown his interest in the education of the teacher. He has also been a member of the Council of Public Instruction. As secretary of the Bible Society of Montreal and as a Congregational clergyman of prominence, he was known of by the whole province. As a gentleman, he was the embodiment of prudence, and shrewd common sense; whereas as a teacher he was sagacious and painstaking. His death leaves a vacancy in the Council of Public Instruction.

—The vexed question of the Manitoba School difficulty does not seem to be any nearer a settlement than it was months ago. In our last issue we recommended the leaving of the question to the administrators of the law. This seems to be a recommendation that would be acceptable to very many of the Manitoba people themselves; but until the excitement of political warfare has been allayed, it is not likely that such a recommendation will be accepted.

—A meeting of a sub-committee of the Council of Public Instruction has been in session during the early part of this

month, taking into consideration the proposed amendments to the school law. These amendments will be ready for the meeting of the Local Legislature, which takes place in the month of October, this year.

—The annual convention of the Association of Protestant Teachers of the Province of Quebec, which is to be held this year in the city of Sherbrooke next month, promises to be one of great interest. It is some time since the annual convention has been held outside of the city of Montreal, and it is to be hoped that the attendance of the teachers from the country districts will be larger than ever. The people of Sherbrooke have promised to provide the Association with suitable quarters in the Art Hall, and arrangements have been made to entertain the teachers during the evenings when they will be in the city. From the latest reports of the officers, there is every reason to believe that the gathering will be a successful one.

—Dr. Charles Roberts has been making inquiries for the Secondary Education Commission into the sanitary effects of school life, and gives in the last *Contemporary* the remarkable conclusions he has arrived at. He finds that, since the passing of the Elementary Education Act, the death-rate of children of school ages (five to fifteen) has diminished by just one-third. Other causes have undoubtedly co-operated, and it might even be maintained as a paradox that this decrease has taken place in spite of compulsory education. But what will Sir Crichton Browne and the alarmists say to Dr. Roberts's statement that "there has been no increase in the death-rate from nervous diseases, and that the very healthiest period of life is the age of fourteen years (the age when schooling has done its worst), when the death-rate sinks to its lowest, and is only 2.45 per thousand for both sexes?" For all that, we are not convinced that "the cry of educational over-pressure is nonsense, and is entirely unsupported by facts." Education, we fully believe, cures far more than it kills, but, as in the case of anaesthetics, there is no reason why it should not be made perfectly innocuous.

—Some months ago lovers of nature were delighted by the appearance of "How to Know the Wild Flowers," by Mrs. William Starr Dana. A unique and happy feature of this work is that the flowers are grouped according to color. This plan, with the addition of more than one hundred full-page plates, enables one ignorant of botany to name our most common wild flowers. "According to Season," by the same author, has since appeared. It is a series of familiar talks, designed to stimulate

a love of nature. As indicated by the title, time of blooming is made the standard for grouping. These books with the *Star's* beautiful specimens, should make the teacher an enthusiast in the study of Botany as an element of school work.

—Columbia College, New York, is fortunate in rich and generous friends. The members of the Vanderbilt family have been especially liberal in their gifts, and they continue giving. Four of them, headed by Cornelius, have just subscribed \$350,000 for new buildings for the medical school and Mrs. Sloane \$200,000 for an addition to the maternity hospital. Two other persons, whose names are not published, have also subscribed \$500,000 for two of the new college buildings. This makes a total of over a million dollars for the first month of the new year. The University of Pennsylvania is also doing very well, but, having no Vanderbilts to call upon, it is at a disadvantage in competition with the New York institution.

—What are we coming to, our teachers may well remark. A suit was lately brought against Mr. E. C. Stiles, the teacher in Seymour, by the parents of a boy named Martin A. Holden. Martin was very disorderly, talking out loud, scraping his feet, and whispering constantly. His teacher told him to remain in at recess. It is a rule of the school to allow children to leave the room when the recess is half over if they have kept quiet during that time. As Holden continued to be disorderly, he was not allowed to go. After the recess was over, he asked to go out, but was refused. About twenty minutes later during the spelling lesson, he again asked permission to go out and the teacher said, "I can't spare you now, you may go in five minutes." Whereupon, Holden threw down his pen and said he would not write his spelling lesson. His teacher replied, "Then you cannot go out." The boy said, "I will go," and attempted to go by his teacher but was prevented. She sent for Mr. Stiles and upon his arrival in the room he made a suitable investigation of the case. Finding the boy in a defiant attitude near the door he slapped his face once with the flat of his hand and sent him to his seat. He was allowed to leave the room soon after. His mother demanded an apology from Mr. Stiles, and failing in this brought a suit. The witnesses for the defence clearly showed that the boy had received no injury, but after a trial of three days the jury brought in a verdict for the plaintiff of \$50 and costs amounting to \$100.

—The age is still running to seed on the athletic craze. As the *Pall Mall Gazette* points out, we are practically realizing to-day, under the changed conditions of modern life, a repetition

of the Olympic games. With French, German, Dutch, and Belgian teams we have played football. Telegrams from our cricketers in Australia are watched for by breathless thousands in Fleet street. Lawn-tennis, horse-racing, shooting, rowing—in all these contests there are foreign competitors. The importance of this friendly rivalry in athletics cannot well be overestimated in keeping the peace among nations. And it is better to have a row and do a little national cock-crowing at Henley than to issue peremptory ultimata from the Foreign Office. But, like everything good, there is a tendency to exaggerate the games and to “specialize” our public-school athletes before their time. Exaggeration inevitably brings reaction. Has it begun already? We read in a newspaper that a certain branch of a religious society discussed in all seriousness the question “Ought Christians to be athletes?”

—It seems that of the 720 women who passed through Newham College, England, 374 are teachers, 5 are physicians, 2 are missionaries, 3 are in charity work, 16 are dead, 37 are out of the country, 230 are at home. The rest are in some secretary work—typewriters, probably. Of the 335 women who have passed through Girton College, 123 are teachers, 2 are missionaries, 6 are in government employ, 4 are physicians, 6 are dead, 194 are at home. Of 79 Girton girls who gained mathematical honors 10 have married; of 97 who gained classical honors 6 have married; of 40 who gained natural science honors 7 have married. It appears that 2 in 5 marry who simply graduate, but that only 1 in 10 marry who gain honors.

—The annual report of the Dunedin Education Board shows the somewhat large proportion of 218 men teachers to 305 women. There are now no uncertificated teachers in the service. The supply of candidates for employment as pupil-teachers is in excess of the demand. A noteworthy feature in the report is the marked decline in the attendance at the city schools, to be explained, it would appear, by large migrations to suburban districts.

—It is the cause of increasing discontent that there are two matriculation examinations for entrance at the University of New Brunswick. These examinations are held at different times, and the papers are prepared and examined by different sets of examiners. It is even alleged that one of the examinations is very much less difficult than the other. If the matriculation examination is to grow in usefulness, all must be treated alike. Two examinations for the same purpose and

under the conditions mentioned are unknown in any other university, and there is no apparent reason for their existence in the case quoted. The examination for county and other scholarships could be held at the same time as the matriculation examinations in July without difficulty, or such supplementary examinations as may be necessary for this purpose might be held in September and cause no complaint, but the general examination for entrance should be under the same auspices.

—There were registered with the treasurer's department at Denver in connection with the annual meeting of the National Association of Teachers, on a preliminary count, 11,324 people. This places the Denver meeting at the head in point of attendance. Chicago, in 1887, made the best showing previous to this banner meeting, but that was only 9,086.

—There is a project on foot to make the Summer School of Science for the maritime provinces permanent. Should this be adopted, a location will be chosen that will be as far as possible central for the provinces, and which will possess attractions in scenery and excellent opportunities for the study of natural science. Parrsboro, it has been thought, possesses these advantages in a marked degree, and the school will meet there next year to test them.

—Probably the last place in which our readers would expect to find compulsory education in force would be the Gaikwar's dominions. Nevertheless, such has been the case for the past two years, at least in a part of his territory. For the purpose of the experiment the Baroda Government chose one of the most backward districts in the country, and by the end of October, 1893, over and above the existing schools, eighteen special compulsory schools had been opened in the town of Amreli and nine adjacent villages. The total number of children attending these schools last October was 2,820, or 94·7 per cent. of those of the school age. The inhabitants, chiefly cultivators of the soil, neither resisted nor resented the innovation. Indeed, we are told that thirty-four villages in other districts have petitioned to have the law extended to them. The entire number of schools and institutions has grown from 261 schools with 27,000 pupils in 1885 to 1,325 schools with nearly 90,000 pupils in 1894. The ideal of the Gaikwar, set forth in his speech at the opening of the Baroda Waterworks two or three years ago, is that every village in his land shall have its school. And this is the country whose ruler twenty years gone by poisoned the British resident.

—St. Andrews, N.B., has a town improvement association, in

which are enrolled old and young. The schools are taking an active part in the work of improvement, and on arbor day the citizens and school children joined forces. A prize offered by the association for the best essay on town improvement was won by Miss Lillian Gunn. The essay was read at the closing of the schools, and published in the *Beacon*. It contains many excellent suggestions on how to advance the material interests of a town, and how to make it clean, beautiful and attractive. Active co-operation between old and young in this work of improvement could be introduced with beneficial effect in all our towns and villages.

—There are still some teachers out of employment in our province, and some of these are teachers who have passed through our Normal school. This stage of our scholastic experience will surely mark the end of an indiscriminate issuing of permits to those who come from outside. As it is, a teacher has sent us the following in a note as a protest: "I think it is hardly fair to grant a permit to an Ontario man, while I am left without a school, though holding an Academy diploma." As with us, the supply of teachers in New Brunswick seems also this year to be more than equal to the demand.

—Professor Hunicke, of Washington University, St. Louis, says he has discovered a process by which, he claims, \$10,000 worth of gold can be obtained from sea water at a cost of \$1, every ton of water yielding from two to four cents' worth of gold.—*Educational News*.

—The University of Michigan has received a magnificent gift in the shape of a fine art collection valued at \$300,000. Mr. Henry C. Lewis, of Coldwater, Mich., was the donor. The collection comprises 725 pieces, made up of paintings, bronzes, marble statues and medallions.

—Chicago has purchased one hundred typewriting machines for the schools.

Literature, Historical Notes, etc.

The Rev. Principal Forrest, of Dalhousie College, Halifax, at a centenary celebration in July last, was called upon to deliver an address in Pictou, Nova Scotia, on the "Progress of Education and the Diffusion of Knowledge during the Last Hundred Years," and is reported to have said: Here in my native town my mind naturally runs back to the old school on the hill. After the lapse of forty years I can see it still. I can see the reading

class ranged around the room and fancy I can hear them reading one of Montgomery's pieces entitled "Thirty years ago."

"Thirty years ago there were neither Bible, nor Missionary, nor Tract, nor School Societies for the instruction or conversion of the heathen at home or abroad. There are now about fifty parent institutions of the kind, whose progeny of auxiliaries at least reach a thousand, and whose income amounts to half a million sterling. It is not unreasonable to expect that these may be increased ten-fold, at the least computation, during thirty years to come."

Montgomery wrote that piece in 1820, so that it takes us back to 1790 or about the beginning of the century whose close we are now celebrating. To him the progress of the thirty years seemed wonderful, and I doubt not that his prediction seemed very daring; but when we now look back over the seventy years that have since elapsed, how comparatively insignificant does the progress of his thirty years appear and how safe and conservative his predictions of progress during thirty years to come. We move along in the current so imperceptibly, that like a railway train passing up the side of a mountain we never realize the progress we are making till we look out of the window and compare our position with the depth of the valley below. Those of us who have to do directly with educational institutions are sometimes apt to despond as we realize our difficulties. Pessimism seems quite natural to us. But when we compare our own position and our own difficulties with those of the fathers of 1795, we are almost instantly transformed into optimists.

A hundred years ago there was but one public school in Nova Scotia. In 1780 an Act of the Legislature was passed providing for the establishment of a public grammar school in the town of Halifax. With this single exception the matter of public schools seems to have attracted no parliamentary consideration whatever. It is not to be supposed that during this period the rural portions of our Province were entirely destitute of schools. In several districts, through arrangements made by the Board of Trade and Plantations and the Society for the Propagation of the Gospel in Foreign Parts, schools were established. A few private schools were also opened. But for the most part the early settlers were too poor to build school-houses or pay teachers, and all the education the children received were a few elementary lessons from their parents after the hard work of the day was over. A few efforts of a sort of volunteer character were made by such men as James Davidson,

but they were few and far between. The condition of things when McGregor arrived may be gathered from the following extracts from his diary :

“It was no little discouragement to me that I saw scarcely any books among the people. Those who spoke English had indeed a few which they brought with them from their former abode, but scarcely one of them had got any addition to his stock since. Almost all of them had a Bible and it was to be seen with some of the Highlanders who could not read. Few of them indeed could read a word. There was no school in the place. Squire Patterson had built a small school and hired a teacher for a few months now and then for his own children. In three or perhaps four other places, three or four of the nearest neighbors had united and hired a teacher for a few months at different times, and this was a great exertion. What was more discouraging, I could not see a situation in Pictou where a school could be maintained for a year, so thin and scattered was the population. Besides many of the Highlanders were perfectly indifferent about education, for neither themselves nor any of their ancestors had ever tasted its pleasures or its profit. A few of the settlements in the Province which were a little older had made a little more progress, and it is computed that there were about thirty schools of some sort in Nova Scotia at this date.”

But this state of things need not surprise us when we consider the condition of education in the mother country. A hundred years ago the educational condition of the mass of the people of England was very little better than that of the people of Nova Scotia. Of course there were good schools for the favoured few, but the mass of the people were growing up in the densest ignorance. Only about one-third of the children were in school at all, and even in the first quarter of this century forty per cent. of the men and sixty-five per cent. of the women of England were unable to write their own names. In some of the New England states, matters were a little better, but taking the United States as a whole, the state of education was very much the same as in our own Province.

In the south of Scotland, from which a number of our Pictou people came, education was more general, but in the Highlands and Islands the proportions of illiterates was appalling. We need not wonder then, that Dr. McGregor bewailed the fact that many of his people were perfectly indifferent about education.

Nor were matters much better when we look at the question of the difference of knowledge. There were two or three

newspapers started in Halifax before this, but their circulation was very limited and the information they contained was of the most meagre character. There was scarcely any local news, no editorials, not even a list of births, marriages, and deaths. The little space that there was, was filled with clippings and moral extracts in prose and poetry, old and dry. Indeed, the tern newspaper seems utterly out of place when applied to these publications. A few proclamations and advertisements might be new, but the bulk of the little sheet seems to us at the present day to have been most uninteresting and unprofitable. We need not wonder, then, that the circulation was small. The number of books was very limited. In many houses there was not a single leaf or a single letter. There were no Tract Societies or Book Societies to provide cheap literature for the people, and while there had been Bible Societies in Germany and in Britain, their work was very limited and their issues very small. The mass of the people had scarcely any books.

Well, with no schools, few books, and fewer newspapers, and very limited ministerial supply, the knowledge of the people must have been of a very limited character. True, there were among them men of intelligence who longed for better things. We have no reflections to make upon them. "Two things we learn from history," says Arnold, "one that we are not superior to our fathers, and the other, that we are miserably inferior to them if we do not go far ahead of them." There were intelligent and clever men among those early settlers, but yet it does not at all surprise us to hear of ridiculous superstitious and very narrow prejudices.

Fortunately for Pictou and for Nova Scotia, the men who came to organize the church in this new land were men of intelligence and education. Messrs. McGregor and Ross and McCulloch were educated men. McGregor brought with him to this country a large library containing a great many volumes of Latin commentaries and works of theology, together with a large number of rare and curious books which clearly show that he was a student. The others were evidently men of the same type. They preached the Gospel faithfully, but from the very first we hear them mourning over the lack of schools, stirring up the people in the matter of education, and giving large sums out of their scanty incomes to help on this good work. Had it not been for the unfortunate division in the ranks of Presbyterianism, there is every reason to believe that the Pictou Academy would to-day have been the Pictou University, the largest and most powerful in the land.

But the efforts of these men were not lost. Occupying the important position which I do, I look back with gratitude to these educational pioneers, for I feel convinced that if it had not been for the part they acted and for the spirit they imported that our Provincial University would never have existed.

But now let us look at the progress we have made in education and knowledge. In the world at large the expenditure for education has increased at a marvellous rate. Even in old countries like England this is most striking. At the commencement of this century there were only 3,363 schools in all England. Many of these were poorly equipped and of the most elementary character. To-day there is practical provision for the education of all the children in the kingdom. During the past seventy years the expenditure for education in England has increased about 5,000 per cent. that is, has multiplied by fifty and every year it is rapidly increasing. The number of illiterates is every year less and less. Education has become broadened, and instead of being the heritage of a chosen few an educational missionary spirit has developed among educated men, so that university extension and variety of other agencies seek to confer upon the public at large the blessings which but a few years ago were confined to a very limited number.

In the United States the development of education is simply marvellous. Every state has its system of common schools and high schools offering superior advantages to every child in the land. But this is not all. They have over three hundred colleges and universities, with between two and three hundred millions of accumulated capital, specializing in every direction, and offering facilities for education that the men of a century ago never dreamed of. In the new states and territories they feel that from a mere economic point they cannot afford to neglect higher education. Not only have they a fully developed system of common schools, but they have a special tax for the support and development of their universities. A leading political economist puts the opinion held in these words: "There is many a university whose entire cost has been returned to society in clear cash by the service of a single one of its students, a service possible by his education."

In our own Province we have made great progress. Our system of common schools and academies is one of which we may justly be proud. We have to-day in round numbers 2,300 schools, that is, counting each department entrusted to a teacher as a school. We spend \$800,000 on our public school system and at the very lowest figure \$1,000,000 on education. If our

university education is not what we would wish it to be. If it is weak when it might be strong, if it is poorly provided for when it might be thoroughly equipped and well endowed, it is simply on account of the perpetuation and development of the system against which McGregor and McCulloch contended. As a Province we have not yet risen up to the standard of these men, and just in so far as we have failed are we weak and backward. With their principles fully developed in higher education, as we have seen it in the common schools and academies, we might have in the Maritime Provinces a university second to none in America, with all the faculties so fully equipped and developed as to meet all the requirements of our students. Let us hope that the day is not far distant when these enlightened principles will prevail.

When we come to speak of the diffusion of knowledge during the century, the subject is so wide that we can only now refer to a few points. Knowledge is no longer the heritage of a favoured few. It has been diffused among all classes. Everyone now reads. The increase of newspaper circulation is simply amazing, while the quantities of books and pamphlets and magazines that stream forth from the press can only be stated in figures that convey very little idea to the average mind. Probably one of the best ways of getting a correct idea of the demand for reading matter is to look at the improvement in printing presses. Printing from moveable type came into use sometime in the 15th century. From that time till the early part of the present century scarcely any improvement in the printing press was made. There are men working in our press rooms to-day who began with the old lever press which to all intents and purposes was the same that had been used for four centuries. One old man, now in Halifax, began work about sixty years ago. Then a token (240 sheets) an hour printed on one side was considered rapid work for any man. In the office in which he works to-day there is a press which will print 12,000 eight page newspapers an hour, print the whole paper and fold it ready for distribution. In some of the large offices in the United States and Britain there are presses that will print and fold six times as many or 72,000 per hour. To issue one of these papers with the old presses would be simply impossible. I have seen three presses working in one establishment, each of which will print and fold ready for binding four tons and a half of paper in ten working hours. The quantity of paper produced to keep these improved presses at work is so great, and every year increases so rapidly, that unless our

statistical returns are up to date they are absurdly inaccurate. The annual production of paper can only be a matter of rough estimate. Data gathered for Lockwood's Directory of the Paper, Stationery and Allied Trades for 1894-5 show that there were 1,231 paper and pulp mills in the United States at that date. The total daily producing capacity of the mills thus reported is given at 20,986,180 lbs. The increase since 1891 is about 295 per cent. Of course these mills do not work to their full capacity and paper is used for many purposes besides printing and diffusion of knowledge. Still the amount used for printing seems almost fabulous. It is a low estimate that 235,000,000 volumes of the Bible or separate books of the Bible have been issued by Bible Societies since the tears of a little girl in Wales in 1802 led Thomas Charles to ask what could be done to secure Welsh Bibles for his congregation. And this is only a part of the number, for private publishers to-day print fifty copies of the Scriptures for every one printed before Bible Societies were started. If from the Bible we turn to the Tract and Book Societies and great publishing houses, we will simply require to weigh their products by the ton or measure them by the cord, to form any idea of the amount produced. Nor is it in religious books alone this great increase has taken place. One American printing house produced 45,000 sets of the Encyclopædia Britannica. They sold 7,000 sets in Canada, 400 in Nova Scotia, 400 in New Brunswick, and 200 in P. E. Island and Newfoundland. What would McGregor or McCulloch have thought if they had been told that the people of Nova Scotia would spend \$60,000 on one edition of one book, probably \$100,000 on various editions of the Britannica. What would they have thought of any of the facts and figures we have been giving you. They would have seemed to them more marvellous than any of the tales of the Arabian Nights.

The whole influence of this is to diffuse knowledge. It cannot be otherwise. Whether it improves morals or not may be a question. I believe it does. Whether it furthers the cause of religion or not may be a question. I believe it does. Whether it produces greater scholars and greater thinkers or not may be a question. In many respects I think it does. But whether it diffuses knowledge or not is scarcely a question that admits of discussion. It is not possible that the man who has received a good common school education, who attends regularly on the ministrations of God's servants from Sabbath to Sabbath, who has in his hands every day the well expressed thoughts of the best of men, who reads the news and despatches that are every

day put into his hands can fail to be a better informed man than the man who has never been taught.

HERBERT SPENCER.—The biography of Mr. Herbert Spencer is almost exclusively a record of mental development along strongly individual lines. Classical training and lessons in the languages were practically wasted upon him, but in all those studies where the pupil had to think for himself, young Spencer easily distanced competitors much older than himself. While this was largely due to the native qualities of the youth's mind, much must be attributed also to the unconscious training which he received from his earliest years in hearing the free and thoughtful discussions carried on by the visitors at his father's house. Professor Hudson draws a vivid contrast between Mr. Spencer and John Stuart Mill in the matter of education. Both Mill and Spencer were trained by their fathers, but Mill's learning was obtained wholly from books, while Spencer was never permitted to get far away from the things of everyday life. His fragile health as a child delayed all attempts to turn his attention to books, and he was hardly able to spell at an age when Mill was already deep in Greek and Latin. Thus Mill grew up almost unconscious of his environment; Spencer on the other hand became acutely sensitive to the facts of life about him. "Mill was taught to look upon all the problems of social and political science as capable of rapid and entire resettlement, while Spencer early learned to consider every possible question on every possible subject as open to fresh examination and a totally new answer." Mill's father seemed almost to defy nature in planning the education of his son, while Spencer's father aimed rather to be nature's assistant. Mill in youth hardly felt the contact of any other mind except that of his father, but Spencer was subjected to the vigorous influence of his uncle, the Rev. Thomas Spencer, a Radical clergyman in a Tory church, a teetotaler when tippling was universal, a Chartist when Chartism seemed the sum of all iniquities, a pioneer in the anti-corn agitation, and an urgent reformer in all that concerned the physical, moral and social welfare of the people. Fresh from the teaching of such a man, it is not to be wondered at that Spencer's earliest ventures as an author were directed at political and social questions.

The lack of the traditional university training in Mr. Spencer's case has been the subject of much debate. Mr. Spencer's dislike, often expressed, of the classical curriculum has given this university dispute more prominence than it deserves. It is possible that if he had gone to Cambridge and had found it

as antique, aristocratic, exclusive and conservatively humanistic as it is said to have been half a century ago, he might with all these drawbacks have found university life more suggestive than he anticipated. It certainly could not have modified seriously the bent of a mind so decided as his. It might even have hastened his development. No university could have prevented him from working out his synthetic scheme of philosophy. That passionate love of order which is the incoherent homogeneity at the bottom of the coherent heterogeneity of his writings, would have been lessened. In "Social Statics," one of Mr. Spencer's early books, there are many turns of thought and expression which connect the author's later thinking with the teleology of the eighteenth century. In that book Mr. Spencer's theory of progress was intimately associated with the metaphysical conception of a preordained order in the universe. In his system so finally matured this preordained order has no place; but it remains in his youthful work to show that his Synthetic System is not an isolated phenomenon in the history of philosophy, but that it has some roots in the past. University training would probably have made him more clearly conscious of his relation to the past than he or his partisans seem to be. Formally the early writings of Mr. Spencer are in contradiction with his more mature thought, but historically they are not. They record the steps of his progress toward the goal which he was seeking. It is a curious fact that he should have wished to suppress his work on "Social Statics." It would seem to indicate that the apostle of evolution would have been glad to prevent the application of his favorite principle to the study of his own career. Without the preliminary essays, the synthetic philosophy would seem to be related only to contemporary science; but with them it can be viewed in a long perspective. This fact has an important bearing on the controversy respecting the relations of Spencer and Comte. It is true enough that every trace of Comtism has been removed from Mr. Spencer's system, and yet it may fairly be doubtful whether that system would have been perfected without the stimulus which Comte gave to the thought of the generation that followed him. Here, it may be imagined, lies the truth between Mr. Spencer and his disciples on one side, and the adverse critics on the other. If anything were needed to prove the historical affinity between Comtism and Spencerianism, it could be found in the religious aspects of the Spencerian philosophy. Whether Mr. Spencer meant it so or not, he can be looked on as the founder of a religion. The worship to which his theory of the universe

leads is as far as possible from that of deified humanity which Comte proposed. Stating the matter broadly, and regarding only its negative aspect, the Spencerian doctrine cuts the ground directly from beneath all forms of anthropomorphic theism." Mr. Spencer's persistent use of the word "unknowable," has enabled adverse critics to assume that Mr. Spencer's doctrine of the absolute is a vacuum—a mere negation of thought. So far from this being the case, it is claimed that for the Spencerian, the truth, that behind all we know and can know, eluding thought and transcending imagination, there is the one Eternal Reality, as the corner-stone of all our knowledge—the one fact that can never be either analyzed or got rid of. And here we may notice how in this final datum of consciousness religion and science find their complete and permanent reconciliation. For the supreme and everlasting power which religion calls God is the eternal and inscrutable energy which science finds at the back of its widest generalizations and beneath its deepest investigations. All science leads at last to the mystery with which religion begins.

Are Mr. Spencer's sociology and ethics an integral part of his system? The opinion is widely diffused even among the most loyal adherents of Mr. Spencer, that his social doctrines, espoused long before the working out of his general system, formed no proper part of it. Mr. Spencer himself has acknowledged in the preface to his most recent volume that he found a difficulty in applying his evolutionary formula to the complications of human life. The experiment was certainly a daring one and its success is still dubious.

Practical Hints and Examination Papers.

Inseparably connected with love of study, knowledge of child nature, and practical methods of teaching, there must be in the complete equipment of the teacher's professional spirit that essential qualification most aptly called culture. Culture is that instinctive feeling of refinement and delicacy which leads every true teacher to treat each child courteously, kindly, in a genuine manly and womanly manner. This is made up of two parts, "morals" and "manners." Professors and teachers are sometimes guilty of lack of good manners in their schoolrooms toward their pupils, who would be heartily ashamed if charged with the same offence in society.

—The teacher who questions well possesses great power. Improper questions waste time, distract the attention, and injure the mind, while proper ones arrest and hold the attention and strengthen the

mind by giving it healthful exercise. Improper questions come from ignorance and carelessness—proper ones from knowledge and care. Take, for instance, the reading lesson. How often the whole exercise is spoiled by the neglect of the teacher to prepare good questions upon the selection to be read! The class is prepared, but the teacher is not.

We will give a few examples of questions frequently heard. Suppose the subject is "The Chambered Nautilus," printed below :

THE CHAMBERED NAUTILUS.

This is the ship of pearl, which poets feign
Sails the unshadowed main—
The venturous bark that flings
On the sweet summer wind its purpled wings
In gulfs enchanted, where the Siren sings,
And coral reefs lie bare,
Where the cold sea-maids rise to sun their streaming hair.
Its webs of living gauze no more unfurl ;
Wrecked is the ship of pearl !
And every chambered cell,
Where its dim, dreaming life was wont to dwell,
As the frail tenant shaped his growing shell,
Before thee lies revealed—
Its irised ceiling rent, its sunless crypt unsealed !
Year after year beheld the silent toil
That spreads his lustrous coil ;
Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft step its shining archway through,
Built up its idle door,
Stretched in its last-found home, and knew the old no more.
Build thee more stately mansions, O my soul,
As the swift seasons roll !
Leave thy low-vaulted past !
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free !
Leaving thine outgrown shell by life's unresting sea !

What does the first line say ?

What kind of a main does it sail on ?

What does the bark do ?

What is said about the coral reefs ?

These questions are bad, because they do not arouse thought. The pupil can answer them all with his eyes on the line.

What is meant by the first line of the second stanza ?

State the meaning of the 3rd, 4th, and 5th lines, in your own language.

These are too general—too indefinite. The pupil has only a faint idea of the meaning, perhaps, and so stumbles, and becomes discouraged in his efforts to make a statement.

Did each year change the shape of the coil ?

Did he stay in the old dwelling after the new was built ?

Was it not because he would never go back into the other chamber that the door was said to be idle ?

Here the teacher does all the thinking, leaving nothing for the pupil. Consequently, no strength is gained, and interest is lost. The teacher might ask such questions all the year round, and no good would be done. Why ? No spirit of investigation is aroused, no mental curiosity is excited.

Give the derivation of "venturous." Where are coral reefs found ? Give an example of enchanted. What wrecks ships ? What is a tenant ?

Such questions are too narrow. They dwell too much upon the mere words, and lead away from the thought instead of bringing it out.

Is the soul material, or immaterial ? Why can it be said to live in a mansion ? In what condition is the soul when free ?

What is meant by life's sea ? Why is it called unresting ?

These are too abstruse for a class of immature thinkers. Such questions discourage. The excellence of questions is shown by the degree of interested discussion aroused.

Now examine the following questions :

Are they too easy ? Do they excite thought or investigation ? Are they adapted to the grade of pupils reading such a selection ? Are they lively ? Will they make the pupils talk back ? We offer them for your criticism.

What does the poet call the "ship of pearl ?"

Give the meaning of "nautilus."

Why called "chambered ?"

State meaning of "feign."

What has been "feigned" about the nautilus ?

Why is it called a "ship of pearl ?"

Why is it said to sail the "unshadowed main ?"

Why call it a "venturous" bark ?

What are its "purple wings ?"

Give the fable about Sirens.

What difference between Sirens and sea-maids ?

Why were their haunts considered enchanted ?

Describe coral reefs.

What part of the nautilus is meant by the "web of living gauze ?" Why they are so called.

Give the meaning of unfurl ?

- For what purpose are sails unfurled ?
 What is meant by "wrecked is the ship of pearl ?"
 What was the tenant ?
 State the meaning of "irised ceiling."
 What is meant by "crypt unsealed ?"
 What by "he left his past year's dwelling for the new ?"
 Why say, "stole with soft step its shining archway through ?"
 What was the "idle door ?" and why called "idle ?"
 Why could he be said to "stretch" in his new home ?
 How did each new chamber of the nautilus differ from the others ?
 Why was a larger chamber needed each year ?
 To what does the poet compare the nautilus ?
 How does the soul differ each year from its state in former years ?
 In what way can it grow ?
 Why may the past be called low-vaulted ?
 When, and from what, will the soul at last be free ?—*Teachers' Institute.*

A LESSON ON CLOVES.—Hand some cloves around the class and commence by calling attention to their powerful aromatic odor.

Set the children to chew some of their cloves, and call upon them to describe the strong pungent flavor. It is a good thing to chew a clove or two before taking any bad tasting medicine. The strong stinging flavor of the clove destroys the disagreeable taste of the medicine.

Explain that, like all the other spices, they owe their importance to these properties. They are valuable as flavorers.

The cloves which we have before us are the dried flower buds of a kind of myrtle tree. The tree itself is a very beautiful evergreen, which grows four or five times as high as a man.

When the flower-buds first appear they are of a pale yellow color, but they gradually pass to green, and finally to a bright red. As soon as they begin to turn red and before they open into actual flower, they are plucked and dried in the sun. When dried they assume the dark brown color with which we are familiar.

Call attention to the little ball or knob at the end of the clove. This is the actual flower folded up.

The name "clove" is given from the Latin *clavus* a nail, because the clove is said to resemble a little nail.

Cloves are used in cookery as a seasoning. When pressed they yield "oil of cloves," which is largely used in perfumery and medicine.

The clove is a native of the Moluccas or Spice Islands, but it is now grown in Sumatra, Mauritius, Zanzibar, Brazil, and the West Indies.—*Object Lessons in Elementary Science.*

—Many pupils seem to come to a standstill when they are introduced to studies that depend on well trained mental powers. In such cases the training has been defective. They have been accus-

tomed to take in the words and ideas of others without being able to make them their own. They have not been taught to think and reason, and can make no progress in studies in which thinking and reasoning are necessary.

—Do you think you are teaching when you assign a certain portion of the book to be learned and then, in the recitation, sit and compare the pupil's answers with the language in the book? If you do you are mistaken, you are starving yourself as well as your pupils.

—The ability to repeat the lesson off the book is not a test of progress, for the pupil may do this without having any knowledge of what the words mean; nor can his understanding of the lesson be always taken as such test, for this may come from the teacher's explanations. It is only when the pupil can gather the ideas from the book by his own efforts and make from them his own deductions and express the results in his own language, that the teacher has any certain evidence that the pupil is making progress and gaining power.

—There is no true teaching of politeness in a school-room which is not emphasized by example. "Johnny, when it is necessary to pass in front of a person like that, excuse yourself; go back and say, 'Excuse me.' Just as we might tell him: 'Johnny, this is a preposition; say, 'a preposition.'" He will have just as clear a conception of the truth intended in the one case as in the other.

Is Johnny's teacher ever guilty of little rudenesses to him, for which she never "excuses" herself? If so, she has probably never discovered that a great many things he is in the habit of doing every day are rude, for does not his teacher do them also?

Occasionally he is told that this or that is not polite, and (unconsciously, it may be) he concludes, with regard to these things, that since it is all right for the teacher to do them, it is all right for him to do them too except in a few special cases.

But does Johnny's teacher sometimes add injustice to rudeness, for these two are fast friends? Does she ever, by touching his elbow at the wrong moment, cause him to form a letter awry, and then pass sternly on with, "Keep your arm in," instead of the regretful, "I beg your pardon?"

Does she ever borrow his lead pencil and return it with the point broken, or lose his knife and neglect to buy him another? If so, what amount of lip-teaching, think you, will be necessary to counteract the power of her example?

Nothing less will do in a school-room than the courtesy we would practise were we presiding over an assembly of grown-up people, in every respect our equals. Nothing *less*, surely, for it is over those weaker than ourselves we are placed, our inferiors in knowledge and experience.

Fellow teachers, try being courteous with your pupils—not affected, not condescending, but genuinely *courteous*. Try it with you troublesome pupils and see how quickly they will respond.

—Among the words which are in danger just now of being greatly overworked is “stated.” In both our newspapers and our correspondence we observe that a speaker rarely *says* anything nowadays. He almost invariably *states* it. It is no doubt very well to state the conditions of a problem, or the facts touching a formal investigation, or even the points in a controversy; but to state what proves to be merely a few after-dinner remarks, or an anecdote or pleasantry, or a bit of rumor or gossip, seems to be taking altogether too much trouble about a trifling matter. Why not *say* or *tell* the thing in the simple, old-fashioned way that was good enough for our grandfathers?—*Gram.*

EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS.

ALGEBRA (GRADE II. ACADEMY.)

SECTION I.

1. When $a = -3$, $b = 5$, $c = -1$, $d = 0$, find the value of

$$26c^3\sqrt{a^3 - c^2d + 5bc - 4ac + d^2}.$$

2. Simplify:—

$$\frac{a-x}{a+x} - \frac{4x^2}{a^2-x^2} + \frac{a-3x}{x-a}.$$

3. Reduce to its lowest terms:—

$$\frac{4x^3 + 7x^2 - x + 2}{4x^3 + 5x^2 - 7x - 2}.$$

SECTION II.

4. Find the L.C.M. of $x^3 - x^2 - 3x - 9$ and $x^3 - 2x^2 - 5x - 12$.

5. Solve the equation:—

$$x - 6 - \frac{x-12}{3} = \frac{x-4}{2} + \frac{x-8}{4}.$$

6. Solve the equation:—

$$\frac{9}{x-4} + \frac{3}{x-8} = \frac{4}{x-9} + \frac{8}{x-3}.$$

SECTION III.

7. A father is 24 years older than his son; in 7 years the son's age will be two-fifths of his father's age. What are their present ages?

8. A sum of money is divided among three persons, A, B and C, in such a way that A and B have \$42 between them, B and C have \$45 and C and A have \$53. What is the share of each?

9. Two boys have 240 marbles between them. One arranges his in heaps of 6 each, and the other in heaps of 9 each. There are 36 heaps altogether. How many marbles has each?

DRAWING (GRADES I. AND II. ACADEMY.)

1. Draw a regular hexagon within a circle five inches in diameter.
2. Draw a regular triangular prism in perspective whose length is three times the altitude of its base.
3. Represent on paper a house enclosed within grounds, or the head of any animal. (Do not attempt this by way of caricature.)
4. Enlarge this figure a third, and complete both sides of it in balance with the usual finishing line. (The paper used must be drawing paper cut to the size of quarter-sheet foolscap.)



GEOMETRY (GRADE II. ACADEMY.)

SECTION I.

1. In every triangle, if a side be produced, the exterior angle is equal to the two interior opposite angles; and the three interior angles are together equal to two right angles.

Deduction. Divide a right-angled triangle into two isosceles triangles.

2. The opposite sides and angles of a parallelogram are equal, and the diagonal bisects it.

Deduction. Prove that the diagonals of a parallelogram bisect each other.

3. The angles at the base of an isosceles triangle are equal and if the equal sides be produced the angles on the other side of the base are also equal.

Deduction. The straight line which bisects the verticle angle of an isosceles triangle bisects the base at right angles.

SECTION II.

4. Prove that the complements of the parallelograms about the diagonal are equal in every parallelogram.

5. Prove that in a right-angled triangle the square on the side opposite to the right angle is equal to the squares on the sides containing it.

6. Prove that if a straight line, falling on two others, make the alternate angles equal, these two lines are parallel.

SECTION III.

7. If a straight line be divided into any two parts, the squares on the whole line and on one part are together equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

8. If a straight line be divided into any two parts, the square on the whole line is equal to the rectangles contained by the whole and each of the parts.

9. In an obtuse-angled triangle, if a perpendicular be drawn from one of the acute angles to the opposite side produced; the square on the side opposite the obtuse angle is greater than the squares on the sides containing it, by twice the rectangle contained by the side on which wh... produced the perpendicular falls and the straight line intercepted, outside the triangle between the perpendicular and the obtuse angle.

Correspondence, etc.

A correspondent of the *Star* has been expressing himself on the Manitoba School Question and we have been asked to re-publish an extract from his letter, showing the common ground on which we may all act towards the welfare of our country by dropping our prejudices. The extract is as follows:—"Max O'Rell, in describing an ocean voyage, refers to some Americans on board, who were to be found nearly all the time on week days in the smoking room, gambling. On the Sabbath he was astonished to find the same men surrounding the piano, presided over by a young woman, singing the Moody and Sankey hymns with a gusto that indicated familiarity with them. He adds that, 'We have in France, gentlemen who gamble and gentlemen who are religious, but I had to come to America to find gentlemen who could combine both with equal facility.' In my own experience I have found the parrallel of Max O'Rell, in that while a very devout and pious Roman Catholic is too often very narrow and bigoted, yet it is allied with scrupulous honesty, and it is unfortunately too true that a Protestant can rank

very high in his denomination, and be accepted as a moral mentor, and yet his religious professions be completely divorced from his daily habits in business life. 'On his word as a Christian,' would sound like an ironical joke on 'Change.' Has not the neglect of moral and religious training in our young something to do with this? I am inclined to believe that these men are more self-deceived than conscious hypocrites. Polemics and evangelization (in its narrowest sense) mainly occupy the attention of our pulpit teachers, and the short and too often insufficient Sabbath-school is not enough to counteract the tendencies of natural and acquired habit."

—DEAR SIR,—A gentleman lately asked Prof. Henry if he would advise a young man now living in a town, who has a liking for the farm, especially the dairy, to obtain an agricultural education. The young man in question had graduated from a high school and had but little means. Prof. Henry gave in Hoard's Dairyman in part the following advice:—

"It is surprising what a successful farmer, in the best sense of that word, must now know and be able to do in order to succeed. No one thinks of becoming a lawyer without entering a law office and reading law for years, or better yet, entering a law school and taking a course lasting from two to four years: the same is true for medicine and any other profession. Our modern agricultural colleges have a large equipment, and the better ones are growing more and more practical and helpful in their methods and instruction each year. If our young farmer lives to the full period he will have 40 or more years on the farm. A couple of years spent in preparation for this long race is little enough. There are now too many common people in the world and too few with special training. The man that can do something better than others has a place and is rarely out of employment. And so if our friend is thinking of becoming a farmer I urge upon him to fit himself for his vocation by special training, either at a agricultural school or with some enterprising, successful farmer, or both. The liking for dairy stock and dairying expressed by our inquirer causes me to urge him all the more strongly to become an agricultural student in some school. No branch of farming has more brainy, pushing men back of it than dairy husbandry, and modern dairying is almost a science, so exact is it becoming. We can well call it an agriculture profession of itself. There is now so much that can be learned in the schools on dairy matters that our friend should certainly avail himself of the advantages so offered.

"The last question puzzles me. If by higher school our inquirer means a school where Latin and Greek and such studies are taught, I beg to differ with him in the inference he makes. There are no higher schools than our better agricultural schools, for they call out all there is in man and make him long for a greater capacity to

comprehend and learn. Latin and Greek are pigmy branches compared with the sciences and practices underlying advanced agriculture. And so if our young friend has a good head on his shoulders and is ambitious to get the most out of life, and, with these two, loves the farm, I urge upon him to attend an agricultural school. The past year, so disastrous to business enterprises of almost every character located within cities, is teaching us more plainly than ever that he who owns a freehold of land should cherish his possessions and regard himself as specially favored. Companies, banks and almost all corporations have been depressed, while the values of country really are advancing."

TEACHERS' SALARIES.

To the Editor of the Star :

SIR,—Being greatly interested in educational matters, I note with pleasure the meeting of the inspectors of the province to discuss subjects of vital interest to the public at large. The defects and drawbacks to intellectual progress in this Quebec of ours are tacitly admitted by the gentlemen who compose that learned staff who sat in council in St. Hyacinthe.

No doubt a great many abuses of a glaring nature will be brought prominently before the notice of the powers that be, as well as those who have the intellectual welfare of the country at heart. It is useless, as well as nonsensical, to imagine that a system such as ours can be popular or effective when carried on in such a mean and petty manner. Would any man wishing his work well done in his factory or workshops employ an unskilled artisan because he works for low wages, to do work which should be well done? Certainly not. Which of the merchants and tradesmen of Montreal would send their boy or girl to a teacher employed at a salary of \$5 per month. And even here in this city do we not know that, comparatively speaking, teachers are under-paid? What man can have his heart and soul bent on the fulfilment of his duties as a public-school teacher, if he is condemned to pinch, strain and struggle in his efforts to preserve decency and life? No public character comes in for so much obloquy—not excepting the priest or minister—as the school teacher, should he be remiss in any of the essentialities that must naturally be expected of one who has the guidance of youth. The teacher of dancing or boxing—whoever haggles or disputes his fees?

The teachers of proprietary schools make their own terms. Why? Because the public will not encourage nor have organized for them a good and uniform system of elementary education. Because the Government is neglectful when they find the people apathetic. And lastly, because too much time has been wasted in experimenting on at one time French, another English, and, lastly,

American systems. I do not say that progress to a certain extent has not been made in our city schools, but I am in a position to emphasize the oft-repeated statement, that such progress is not half what it should be. I should apologize for the length of this communication, as I did not intend to enlarge on a subject of such general interest until further on. If I have aroused the interest of a few powerful friends of elementary education out of the many thousands who read your paper, I shall be more than satisfied. At the same time, I, with many, no doubt feel assured that the cause of education in this Province is in the very best of hands, should the *Star* rise to the importance of the occasion, as it always and invariably does, when the good of the nation and the people are, unquestionably and without doubt, the cause which it champions.

F. D. DALY.

THE TEACHER AND SUCCESS.

There is nothing indefinite about the few words which I am going to say to-night: they are for my fellow students, and the subject chosen is one which is of interest to each of us, viz., "The teacher and success."

We have made up our minds to be successful. Even if we never before realized it, the atmosphere of the Normal School has been such as to make us feel the earnestness of life, and that we have a place to fill and a work to do.

Whatever vocation we throw ourselves into, it will be with a determination to be successful.

Let us then ask ourselves what constitutes *true* success. Is it the acquisition of wealth?

Look at the Astors and the Goulds. By bending every energy of mind and body towards that end they became worth millions of dollars, but their lives were total failures, because in grasping after wealth they sacrificed their benevolence and all those noble traits of character which alone make the true man. I would not underrate the value of riches: kept in their right place they are of great service to us, and we can seek wealth as a means to an end, but we cannot make it an *object in life* without weakening and crippling the highest and noblest part of our nature.

Then is gaining the applause of men true success? No, it is not. The history of the world teems with the names of those who have become famous in the eyes of their fellow-men and whose lives have yet been gigantic failures. Thus Napoleon and Marlborough in war and Byron and Burns in literature made shipwreck of life.

What then is true success?

To my mind it consists in, first making the most of ourselves, in building up a strong, true, Christian character and developing to its utmost capacity every power of mind and body that we possess, and

then in using these powers which we have so developed in assisting others on the pathway of life and helping them to be successful. Character building goes on much the same despite our occupation and surroundings: our opportunities for doing good vary much with our vocation. A few of the Normal School students expect to be foreign missionaries, and with them will go the prayers of the missionary society and the good wishes of the Normal School, but most of us expect to be teachers, and it is especially to these that my thoughts are directed. We may have wanted to go, but the way has been closed up, or we may have never felt a call. Let me say to you that in the public schools of the Province of Quebec you have a field for missionary work which will absorb all your time, energy and talents, and which equally with the sands of India, the wilds of Africa, or the forests of the North-West, requires energy and will, an earnest consecrated life and a strong trust in our Heavenly Father. In the course of a few months we will have under our guidance thousands of boys and girls with characters to form and futures to make. Do we ever realize that the future missionaries, ministers and legislators of our land will first pass through our schools? Again do we ever realize that many of the future drunkards, gamblers, and thieves of our fair Province will first be under our direct influence for months together? This is true, and I do not hesitate in saying that the future of the child is to a large extent determined by the earnest teacher. Let us then go forth to our work with a feeling of responsibility. Let us place before us an ideal teacher and an ideal school, and, rising triumphant over difficulties which will be sure to meet us, let us press forward never losing sight of that ideal until it has been reached. "Not failure but low aim is crime." Aim low and we strike low: aim high and if we strike low we are not to blame. Let us study the lives of those teachers whose names have come down to us as having had the greatest influence over their scholars. Let us study the life of Fénelon under whose influence the vicious passionate duke of Burgundy became an earnest gentle youth. Let us study the life of Arnold, of whom it is said: "His great power resided in this, that he gave such an intense earnestness to life. Every pupil was made to feel that there was a work for him to do and that his happiness as well as his duty lay in doing that work well. Hence an indescribable zest was communicated to a young man's feelings about life, a strange joy came over him on discovering that he had the means of being useful and thus of being happy, and a deep respect and an ardent attachment sprang up toward him who had taught him thus to value life, and his own self, and his work and mission in this world." Thus striving to become ideal teachers and to make our schools ideal schools, we shall the nearest succeed in accomplishing what should be our object, viz., to send out our boys and girls to be ideal men and ideal women. But do not think that this will all come about just as easy as it is to

say it: we will have many bitter disappointments, and do not be surprised if when you, have been doing your best you hear it remarked that Mrs. So-and-so says, "her Jonny aint learning any thing," or that Somebody thinks, "the new school narm isn't up to much." Very often as we close our schools and walk home at night we will think even if too modest to say it, "Full many a flower was born to blush unseen and waste its sweetness on the desert air." But when in after-life a young man comes up to us and says, "Mr." or "Mrs." or "Miss," as the case may be, "I want to thank you for the help you have been to me," and we look at him and think his face is familiar, but we can't remember where we have seen him and he adds, "Don't you remember when you taught school in our neighborhood and I was one of your scholars; it was your earnest, happy life that made me resolve to be a Christian;" or when we get a letter from another of our old scholars saying, "It was something you said when I was at your school that made me resolve to make something of myself." We will forget that when we were in those neighborhoods some of the people said unkind things about us, and that the place where we boarded was not just like home, and that we did not always get toast and beefsteak for breakfast, and we will raise our hearts in thankfulness to God that He has enabled us to lift one soul heavenward.

A word for those who are discouraged, as I know there are such, for passing through the hall a few days ago, I heard one lady say to another, "I'll never make a teacher."

It need not be true. Though as we look at our numerous failures of the past we may think there is ground for discouragement, yet we may realize the glorious truth that "man may rise on stepping-stones of his dead self to higher things."

"Lives of great men all remind us
We may make our lives sublime,
And departing leave behind us
Footprints in the sands of time.

"Let us then be up and doing,
With a heart for any fate,
Still achieving, still pursuing,
Learn to labor and to wait."

Your Fellow-teacher,

GEORGE A. JORDAN.

To the Editor of the EDUCATIONAL RECORD:

DEAR SIR,—The inclosed paper was given by me at a meeting of the Normal School students last session, while myself a pupil teacher at the Normal School. As I was leaving the room I was met by a couple of ladies asking me to give them if possible a copy of it, as

they thought it would prove a help and an encouragement to them while teaching.

It is with the thought that some young and perhaps discouraged teacher may be helped and strengthened thereby, I send it to our journal of education asking for its publication.

I remain, Sir,

Yours respectfully,

GEORGE A. JORDAN.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The following are very pertinent queries which are asked and answered in the *School Journal*, and I have sent them to you in order that our teachers may benefit by the hints contained in them.

Yours sincerely,

E. N. B.

Would you detain a pupil after school? I judge from articles in *The Journal* that it is opposed to the practice. I find I cannot get along without it.

Bristol.

E. G. PATTEN.

There are three stages of staying after school : (1) When the pupil wants to study further or get further information from the teacher. (2) When the teacher wants to advise and counsel the pupil. (3) When the pupil must make up for unrecited lessons or for misconduct. The first two are allowable; to the latter there are objections. Is the teacher obliged to take her time after school to drilling a lazy pupil? It has again and again been shown that pupils fall into the habit of not learning their lessons because they know a teacher will keep them in—they come to like it, strange as it may seem. Then as to keeping in for whispering, etc., there are serious objections to that. It should be used as a reward rather than a punishment. It may not be easy to apply this principle, but it is the right one. It is far better to say, "All who wish to speak with me may remain for a few moments," than, "All who have whispered must stay." Some keep in for five minutes all who have come five minutes late. It will not cure the habit. The practice of the minister is the right one; he does not keep in those who have been inattentive to his sermon or who have gone to sleep; he stays and shakes hands with all who want to see him. The practice of dismissing five minutes before the hour all who come punctually, and then the unpunctual at the exact moment is not a bad one.

One of my boys refused to go on the floor when I told him. I recalled the advice of *The Journal* to keep my hands off the pupils, but I do not see what I can do. He has disobeyed me and I fear will hold me in contempt, and injure my authority.

Williamsburg.

M. R. T.

Suppose it had been a large boy; one a foot taller, and weighing 100 pounds more, would you haul him out? The same rule applies

to both ; don't pitch on the small boy. If it is a kindergarten child you could ask him to stand on the floor and pleasantly aid him ; he must feel that it is aid and not force.

(1) You informed A that you wanted him to stand on the floor ; he refused. (2) You tell A that obedience is indispensable. (3) If needful tell A that the others are perfectly willing to come on the floor, and proceed to demonstrate this by calling on larger one. (4) You tell A that if you called at his house and he should prefer that you take a certain chair you would obey him. (5) That you think he would not want to be the only one who would refuse to do as you request. (6) You add that the pupils who make a success in school are the obedient ones.

All this should be said without anger, with kindness, and as effectively as possible. If it fails you can afford to wait ; if you have stated your case rightly the other pupils and A will feel that he is the one that is hurt by disobedience. It is not a bad plan to wait ; you have not always instantly obeyed commands ; there was one once who refused and " afterwards repented and went." What you will do, if he does not repent, will display your skill and knowledge of pupil nature. There should be character building going on in your school, so that the repenting habit is encouraged. All this will give you the opportunity to *study yourself*.

How shall I cure the noise in my school-room ? In spite of all I do and say it is a noisy place. I get pretty good results, but there is too much noise. If I do nothing, keep watching the pupils, rap on the desk when a pupil makes any noise, I can keep it still ; but I must teach. Please make suggestions.

R. F. F.

There are men and women who are admirable teachers but who fail to keep order ; as far as we can discover the fault is in the teacher. (1) Keep an eye on your pupils as you teach and stop hearing the lesson until order is resumed. (2) Do not speak too loud yourself. (3) If you have a very bad school never turn your back to it. (4) Sometimes one or two pupils are the cause of the noise ; if so do not throw it on the rest. Take them by themselves and endeavor to interest them in your efforts for quietness. (5) Don't pound, thump, and make a noise to stop the noise. Finally wait until there is order before you start off your class work. (6) Invoke the aid of your pupils. Here will be the need of patience and *tact* ; not long talks, but pleasant ones, " Let us try to have it quiet in our school to-day " will help the feeling needed. Speak encouragingly—when they have done well.

I am a teacher of a country school comprised of grades from one to six inclusive. Every Friday afternoon my scholars form themselves into a debating society for an hour. I choose the subject for debate. Please give me some subjects suitable for these grades.

A. B. T.

A capital practice ; thank you for writing. Good subjects are, Country Life or City Life, The Pen or the Sword, Washington or

Napoleon, Was Alexander Really Great? Civilization or a State of Nature.

In carrying on these debates this plan is suggested. All being in order the teacher announces, "The school suspends." A pupil raps on his desk and says, "I call the meeting to order; I nominate —— as chairman (some one seconds this). The motion is made and seconded that —— be chairman of the meeting. All in favor of this say aye; the ayes have it; —— will take the chair.

The chairman ascends the platform (the teacher having left it) and asks, "Who will you select for secretary? (—— is named). All in favor of —— will please say aye; the ayes have it."

The secretary takes his place on the platform and the chairman then says, "What is the object of this meeting?" or "I understand the object of this meeting is to debate this question." If he uses the former some pupil announces a subject (previously selected) and says he thinks so and so, usually briefly, and then says: "I shall be glad to have the views of others." Others state their views.

When it is done the chairman asks, "Are there others who wish to speak? If not the debate will be considered closed." (At this point he may give his opinion as to the debate, as to the strong points, etc. Some choose a jury of three to report which side has spoken the best, and at this point the chairman calls on them). Some one says, "I move we adjourn." The chairman says, "All in favor of adjourning will say aye; the ayes have it; we are adjourned."

The teacher steps to the desk and says, "The school resumes."

The formula should be drilled over until the organization of a meeting is well understood. The practice is always very interesting.

To the Editor of the EDUCATIONAL RECORD :

DEAR MR. EDITOR,—What is a story? Need we answer that question? Rather let us answer what it is not.

The teacher says, "Now you may tell me a story." The child replies, "Two marbles and two marbles are four marbles," and that is called a story. Is it? Not according to any definition found in any dictionary; not according to any authority found outside of the primary school room, and yet the teacher says, "Yes, that is a very nice story," and then adds, "Now, Susan (or Johnnie) you may tell me a story." Another plain mathematical statement is made, and so the twaddle continues. How much better is all this than the silly tootsie-wootsie nonsense which has so generally been condemned as coming from the over fond mother? Possibly the mother, in her excess of affection and deficiency of language to express herself might be excused, but the teacher ought not to be.

I confess to very great disgust at the process, and not a little contempt for the teacher who indulges in it. The child knows that a plain statement of the sum or the difference of two numbers is not a story, and the teacher, however sentimental, ought to know it.

All this nonsense is a subterfuge and an attempt to make one's self believe that the child has no sense. It is on a par with the old notion that it was easier to teach that a noun is an object-word or a verb an action-word, only to be untaught later, to say nothing of the waste of time in the circumlocution. How much more difficult is it for the child to appreciate and express the fact that one apple and two apples are three apples, than it is to have him incorrectly call it a story when the only story about it is the false use of the term.

Teachers, you who engage in this story business, do you appreciate the fact that some day these little children will be older and wiser, and penetrate all too easily the thin veil which covers the pretense.

Don't call plain straightforward arithmetical statements stories. They are not stories. The children know better, and so should you.

AN OLD TEACHER.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—The question of home work is beginning to be discussed with more than the old see-saw motion, and the following are the opinions of some of our teachers on the subject. My own opinion is that there should be little or no home work.

Yours sincerely,

AN INSPECTOR.

SOME TEACHERS' OPINIONS TAKEN FROM THE TORONTO EDUCATIONAL JOURNAL.

"For second and third classes, I am in favor of assigning a small amount of written home work, such as a short composition exercise. But I believe it should be simple and interesting, and generally a review of some of the day's work at school. If it have these characteristics, it will train the child in self-reliance, and, by having home associated with study, will lead in the direction of studious habits."

D. C. McI.

"My experience of twenty years' teaching proves home work for children of ten years and under to be (a) unnecessary, (b) useless, (c) injurious. It is unnecessary, because children can be taught even more than is usually learned under the present system, without any lessons outside of five hours' school work. It is useless, for in most cases the child merely memorizes the words, or does the work mechanically, or even with the aid of another, which is worse than useless. It is injurious because (1) it transfers the teaching to parents and brothers and sisters; (2) the work is hastily and carelessly done; (3) the exercises are not corrected by the teacher; (4) it adds unduly to nervous strain of both parents and children; (5) it usurps the function of the school room," etc.

W. J. PATTERSON.

"For years we have battled over the question of home work in our county convention. Many country teachers gave home work because the parents demanded it, not because they thought it right. But parents, especially in towns and cities, are being aroused against the intolerable tasks given to the little ones, and in places the system has already been greatly modified, if not entirely done away. I contend that the school hours are now sufficient for proper progress and development, and if anything, more than sufficient for the physical well-being of those of tender years. I always feel grateful to you, Mr. Editor, for your stand on this question, and also that of military drill in schools."

WM. R. BROWN.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 98, Quebec, P.Q.]

The *Atlantic Monthly* for September contains another interesting historical paper by Dr. John Fiske, "John Smith in Virginia." James Schouler has an article on "President Polk's Administration" as a supplement to his President Polk's Diary in the August number. Of special interest to Canadians is Bliss Carman's poem, "A Sailor's Wedding." Besides the usual instalments of the serials, book reviews, etc., the September issue of the *Atlantic* contains a great quantity of interesting literature.

Current History for the second quarter of 1895 is all that could be desired. Some of the leading subjects treated of are, "Argon and its Discoverers," the "Silver Question," the "Yellow War," the "Newfoundland Conference," as well as all events of historical importance that have occurred the world over during the second quarter of this year. *Current History* deserves to succeed. The *Monist*, Dr. Paul Carus' Quarterly of Philosophy, for July furnishes much food for thought. Among the articles are: "The Theory of Evolution and Social Progress," by Prof. Joseph Le Conte; "Materialism Untenable," by Prof. A. E. Dolbear; The "Metaphysical in Cognition," by Dr. Carus; "The Science of Mentation," by Elmer Gates; and "The Unseen Universe," by Sir Robert Stawell Bell.

HIGH SCHOOL CHEMISTRY, by A. P. Knight, M.A., M.D., and U. S. Ellis, B.A., B.Sc., and published by the Copp, Clark Company, Toronto, is a splendid text-book for the chemistry class. The experiments are well-chosen and described in such a way as to make the student observe for himself what takes place.

HIGH SCHOOL PHYSICAL SCIENCE, by F. W. Merchant, M.A., and C. Fessenden, M.A., and published by the Copp, Clark Company, Toronto. This text-book on Physics, authorized by the Department

of Education for Ontario, is one of the best we have seen. It begins at the beginning, which is always a good feature in a book for school purposes, and the various steps are well illustrated by experiments. These two books, the Chemistry and the Physics, ought to be welcomed by teachers of elementary science.

COLERIDGE'S PRINCIPLES OF CRITICISM, by Andrew J. George, M.A., is one of the latest additions to Messrs. Heath & Company's *English Classics*. Our thanks are due to the publishers of this series for keeping fresh, and presenting in an agreeable form, the great works of great men of another generation, which are too apt to be forgotten in this. Mr. George's notes and introductions tend to make the reading of the selections from *Biographia Literaria* more interesting and show light on many points. (Messrs. D. C. Heath & Company, Boston, U.S.A.)

HOW CANADA IS GOVERNED, by J. G. Bourinot, C.M.G., LL.D., D.C.L., and published by the Copp, Clark Company, Toronto. We are pleased indeed to have received this latest book by Dr. Bourinot and have no hesitation in pronouncing it, in our opinion, a most valuable treatise on the legislative and judicial institutions of our land. All interested in public matters will read it with interest and give it a place in their libraries. Treating, as it does, of the whole government of Canada, it would make a good addition to the libraries of our schools, and might even, with advantage, be introduced in the classroom.

THE HISTORY OF BRITISH COLUMBIA, by Alexander Begg, C.C., F.R.C.I., and published by William Briggs, Toronto. Out of the history of a comparatively short period and of a young country, Mr. Begg has amassed material to make a most interesting book of some five hundred pages. Every thing of moment that has occurred during the progress and development of the Pacific Province is set forth in a graphic manner, and the whole worked up into a treatise of much historical interest and value. The work divides itself into sections treating of early discoveries, the fur-trading period, the colonial period and the confederation period. The book has an attractive appearance and is illustrated by many photogravures and a large appendix map, showing the line of the Canadian Pacific Railway as well as the routes used by the brigades of the early fur-traders from the Pacific Coast to Hudson Bay and Montreal.

SEA AND LAND, by N. S. Shaler, professor of geology in Harvard University, and published by Charles Scribners' Sons, New York. Through the kindness of Messrs. Grafton and Sons, Montreal, we have received a copy of this delightful book, in which are to be found descriptions of phenomena of the sea-shore and sea-depths told in a way to be understood by all. The text, aided by the many illustrations, explains many things concerning the sea and its shore, some of which we have perhaps observed but not understood.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, March 8th, 1895.

On which day a special meeting of the Protestant Committee of the Council of Public Instruction was held.

Present: R. W. Heneker, Esq., D.C.L., LL.D., in the chair: Sir William Dawson, C.M.G., LL.D.; The Venerable Archdeacon Lindsay, M.A.; The Reverend Principal Shaw, LL.D.; Professor A. W. Kneeland, M.A.; The Reverend A. T. Love, B.A.; E. J. Hemming, Esq., D.C.L., Q.C.; The Very Reverend Dean Norman, D.D., D.C.L.; The Reverend E. I. Rexford, B.A.; and N. T. Truell, Esq.

The Chairman explained that on the 4th of March instant, he had ordered a special meeting to be called for the 8th, not observing that the delay was insufficient. The meeting therefore was informal. He then read letters which he had received from members of the Committee and from various other sources relating to the authorization of text-books, some of them asking for a meeting to discuss the proposed quadrennial revision.

It was then moved by the Reverend Elson I. Rexford, seconded by Professor Kneeland: That we now proceed to consider the question of the authorization of text-books in the following order:—

- 1st. The methods followed in the revision of the list of text-books.
- 2nd. The results reached through the recent reports upon revision.
- 3rd. The particular objections which have been urged against the recent revision. Carried.

Moved by Dr. Hemming, seconded by the Reverend Principal Shaw, "For the removal of all doubts it is hereby declared by this Committee that the adoption of any report interim or otherwise of the text-book committee having reference to the quadrennial revision of the list of text-books is in no respect final, but that the same may be reconsidered and amended by this Committee, when the whole of such reports are submitted at the time of the final quadrennial revision of said list by this Committee, and that notice thereof be given in so far as possible to all interested parties." Carried on division.

The points mentioned in Mr. Rexford's motion were then discussed *seriatim*, after which it was moved by Sir William Dawson, seconded by the Reverend Principal Shaw, "That this Committee after the explanations given desires to express its confidence in the text-book committee and in the efficiency and rectitude of its action."

That the sub-committee on text-books be requested to prepare for the meeting in May, a full report and statement of reasons for the changes recommended, and also on the best means to secure an alternative series of readers in addition to the Quebec series as far as now adopted, and also in addition to the advanced books, if adopted.

That the powers and duties of the text-book committee be defined by resolution, more especially in the following points :—

1st. The preparation and circulation to members of reports on text-books in advance of the quarterly meetings. The preservation of strict confidence and the acting in a purely judicial capacity on the part of the sub-committee in reference to recommendations or intended recommendations to the Committee.

2nd. The revision or editing, or arranging with publishers for such, of any new or improved books.

3rd. The avoidance of any remuneration, of engagements creating monopoly or referring to books not entirely published.

That the mover with the members of the committee on text-books be charged with the preparation of such regulations and to report at the meeting in May.

Moved by Mr. N. T. Truell, seconded by Dr. Hemming, "That with a view to creating an alternate course in reading, the text-book committee is requested to give attention to the offer made to this Committee by Mr. Gage in his letter of the 12th ultimo." Carried.

Dr. Hemming declared his dissent from the action of the Committee of February 22nd in proceeding with a consideration of the report of text-book committee then submitted. He held that the whole matter should have been referred to a special committee and that all action upon said report should have been held in abeyance until receipt of a report from the special sub-committee.

On his requesting that this dissent be entered in the minutes consent was given.

After the reading of the rough minutes the meeting adjourned.

G. W. PARMELEE, *Secretary*.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 10th May, 1895.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present : R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; Sir William Dawson, C.M.G., LL.D. ; The Venerable Archdeacon Lindsay, M.A. ; The Reverend Principal Shaw, LL.D. ; Professor A. W. Kneeland, M.A. ; The Reverend A. T. Love, B.A. ; The Right Reverend A. Hunter Dunn, D.D., Lord Bishop of Quebec ; E. J. Hemming, Esq., D.C.L., Q.C. ; The Very Reverend Dean Norman, D.D., D.C.L. ; The Reverend George Cornish, LL.D. ; Peter McArthur, Esq. ; The Reverend E. I. Rexford, B.A. ; and N. T. Truell, Esq.

G. L. Masten, Esq., wrote to express his regrets at being absent.

The minutes of the February meeting and of the March meeting were read and confirmed.

Dr. Hemming moved, seconded by the Reverend Principal Shaw, "Whereas doubts may arise as to the validity of the proceedings of this Committee at the special meeting thereof held at Quebec, on the eighth day of March last, by reason of the full delay as required by law in summoning the same not having been observed, be it resolved that all and every of the said proceedings at said meeting as set forth in the minutes thereof just read be ratified and confirmed to all intents and purposes as though the same had been passed at the present quarterly meeting of the Protestant Committee, and that the Chairman and Secretary be authorized to sign the said minutes." Carried.

Moved by Dr. R. W. Heneker, Chairman, seconded by Sir William Dawson, "That this Committee have heard, with deep regret, of the resignation of the Honorable Gédéon Ouimet, as Superintendent of Public Instruction in this Province."

During their intercourse with him, in the discharge of the duties which appertain to the administration of Protestant education, they recognized and appreciated, at all times, his perfect impartiality, his devotion to duty, his courtesy of manner, his urbanity, as well as his readiness to assist this Committee in their endeavours to solve the complex problems arising from a mixed population differing widely in origin and religious views.

In his retirement, the Honorable Mr. Ouimet carries with him the personal friendship of every member of this Committee, coupled with their best wishes that he may, for many years to come, enjoy such a measure of health and strength, as will enable him in his new sphere of duty, to give the Province the benefit of his wide experience and sound judgment.

That a copy of the foregoing be engrossed and presented to the Honorable Mr. Ouimet. Carried.

Moved by Dr. R. W. Heneker, Chairman, seconded by Sir William Dawson, "That the members of this Committee do wait in a body on the Honorable Boucher de La Bruère, to congratulate him on his acceptance of the appointment of Superintendent of Public Instruction in succession to the Honorable Gédéon Ouimet, resigned." Carried.

The Reverend Mr. McLeod appeared and urged that the grant which had been withheld from Three Rivers Academy last September be paid. He assured the Committee that the trustees of Three Rivers would see that only teachers with diplomas granted in this Province should be engaged hereafter. The consideration of the matter was then postponed till the meeting in September for the distribution of grants.

A letter from the Honorable The Premier transmitting a petition from the Protestant Ministerial Association of Quebec City, asking

for a reduction in the marriage license fees was read; when it was resolved, "That in reply to the communication of the Honorable The Premier, while this committee does not regard it as within its sphere to offer an opinion in the question of marriage licenses it would have no objection to any relief in this matter demanded by the Protestant population, provided that an equivalent sum for educational purposes can be supplied by the Legislature from the public funds."

Moved by Mr. Finley, seconded by the Lord Bishop of Quebec, "That the attention of the Government be called to the recommendation made in November, 1893, for an increase in the salaries of certain Normal School Professors." Carried.

A letter from the Normal School Committee was read asking for an increase of fifty dollars per annum in the salary of Miss Peebles, Headmistress of the girls' Model School. It was agreed to request the Government to grant authority for the increase.

The application of J. H. Cleary, B.A., for a diploma under regulation 40 was presented.

It was decided after examination of his certificates, to allow him a second class Academy diploma upon his passing satisfactorily before the Central Board in Greek, and in school law and regulations.

John MacKercher, M.A., LL.D., applied for a first class Academy diploma under regulation 56.

His certificates being satisfactory the application was granted.

After a consideration of the documents submitted by Miss Clara G. Arbuckle it was decided to allow her a Model School diploma when she passes satisfactorily before the Central Board in school law, and in physiology and hygiene or an Academy diploma if she takes Latin and Greek in addition.

A letter from the Reverend J. Whitelaw, B.A., Kinnear's Mills, was read, in which he asked for information concerning the June examinations and the cause of failure of certain pupils.

It was resolved on motion of the Lord Bishop of Quebec and the Venerable Archdeacon Lindsay, "That the papers of the persons referred to by Mr. Whitelaw, with any information which the examiners may wish to afford, be handed over to Mr. Parmelee, and that the following be a sub-committee to examine the papers and report to this Committee, and that Mr. Whitelaw be advised of the Committee's action. The Bishop of Quebec, the Dean of Quebec and Mr. Love."

Moved by the Reverend Principal Shaw, seconded by Mr. S. Finley, "That all documents relating to the June examinations in the Public Schools including questions and answers be placed in the custody of the Protestant Secretary of the Department of Public Instruction." Carried.

The sub-committee on text-books submitted its report which was discussed as it was read. A petition signed by teachers and com-

missioners protesting against changes in text-books was submitted with a letter from Mr. Drysdale, together with a copy of the circular which was issued by him when the signatures were solicited.

The report of the sub-committee as amended was adopted so far as submitted. The question of readers was discussed separately and terminated in the following resolution:—Moved by the Reverend Elson I. Rexford, seconded by Professor Kneeland, "That in view of recent developments in connection with the proposed series of Quebec readers, the Committee hereby accepts the offers of the Educational Book Company, under date February 12th and May 9th, 1895, to prepare a revised edition of their readers for use in this Province all in accordance with the terms and conditions contained therein, and that the text-book committee be hereby instructed to confer with the Educational Book Company with a view to the immediate carrying into effect of their offer, and to report to the next meeting of this Committee." Carried.

The letter of February 12th referred to in this resolution contained the following propositions:—

1st. To place the Canadian readers in the hands of a Committee appointed for the purpose to edit and make such changes as they may deem desirable.

2nd. To publish these books so that they may be up to the highest standard of reading books in paper, binding, printing, etc., and to put them into the hands of Montreal publishers to issue as a Quebec edition.

3rd. To save the Province from the very large loss consequent upon a change of reading books, we offer to make a free exchange giving new books for old ones now in use.

4th. So that no wrong may be done to publishers who have already issued two primers of the new series we offer to take these primers as forming part of the new series.

The letter of May 9th also referred to contains the details of the purchase by the Educational Book Company from W. Foster Brown & Company of the plates and any right or title held in the Quebec readers by the latter, "with a view to keep the present edition from circulation throughout the Province, until such time as a new edition from the new plates can be issued, with the approval of the American copyright owners, and of the Council of Public Instruction."

The report was then adopted finally. The authorized list appears at the end of these minutes and forms a part thereof.

Moved by the Reverend Principal Shaw, seconded by the Reverend Dr. Cornish, "That we hereby record our gratitude to the members of the text-book committee for the very arduous and most valuable work performed by them. That we consider that in the discharge of their difficult duties they have had regard to the highest interests of our schools and have arrived at as limited a change in the list of authorized books as is consistent with public interest. That we

hereby declare our perfect confidence in the integrity with which they have done their work. That copies of this resolution be given to the press." Carried.

The Chairman spoke of the importance of an oversight on the part of the Protestant Committee of elementary schools and recommended that at least one special session should be devoted to this work.

It was moved by the Lord Bishop of Quebec, seconded by the Venerable Archdeacon Lindsay, "That at the September meeting the Committee give two days to its work instead of one, one of these days to be given entirely to matters relating to elementary schools. And that the Chairman and Secretary be requested to bring up a report of what the Committee can do according to law." Carried.

Moved by the Reverend Mr. Love, seconded by the Lord Bishop of Quebec, and resolved, "That the following report of the sub-committee of grants be adopted."

Report of the sub-committee on grants presented by Dr. Heneker.

The sub-committee appointed last May to prepare for the distribution of grants has held two meetings to consider the plan of distributing grants to model schools and academies and begs to report :—

1st. That the plan, heretofore adopted, of giving annually a certain sum to each academy as an academy, and to each model school as a model school is based on a sound principle.

2nd. That a sum of money, annually determined beforehand, and possibly diminishing year by year as it accomplishes its end, be still distributed as a grant in aid of equipment in accordance with the report, *ad hoc*, of the Inspector of superior schools.

3rd. That a further sum, annually determined beforehand, be reserved to be distributed by the Committee itself in view of the special needs and efforts of struggling or embarrassed schools.

4th. That the remainder of the grant be distributed as a bonus to academies and model schools in one list, in proportion to the total marks gained at the examinations, reduced by the multipliers hereafter mentioned, but that the marks taken at the examinations by pupils of first grade model schools being purely elementary work shall not be added in as a part of the total marks of the model schools or the academies.

5th. That in the light of further experience it may become necessary to re-consider the multipliers 40, 50, 75 and 100, now used in comparing the values of marks taken in the several grades, and in reducing the total marks actually taken to the marks reported as the grand total by the Inspector.

In regard to the columns of information furnished by the Inspector of superior schools it was agreed :

(a) That the column of the Inspector's tables which gives the grand total of marks is a fair indication of the quality and of the quantity of the work done.

(b) That the second column, which gives the average of the percentages of several grades, is of no value and may actually be misleading, and that it be replaced by two columns as follows, viz. :—

1. A column giving the average marks per cent. per pupil in all subjects—illustrated below.

2. A column giving the quotient obtained by dividing the reduced totals, as reported, by the number of pupils examined.

(c) That the other three columns give valuable information and should be preserved to guide the Committee in dealing with special cases.

ILLUSTRATION.

	No. of Pupils.	Average marks per pupil.	Total average for year.
3 A.	2	90 per cent.	180
2 A.	10	80 “	800
1 A.	40	60 “	2,400
2 M. S.	3	85 “	255
	—		—
	55		3,635 66

Average marks per cent. per pupil in all subjects, 66.

The sub-committee appointed to draw up a series of rules under which action regarding the authorization of text-books may be taken, now reported as follows :—

(1) That they find that it has been the practice of the Protestant Committee to consult with editors and publishers of school text-books in order to secure suitable books on the most favourable terms for use in the schools of the Province.

(2) That they find that the Protestant Committee has requested its members from time to time to supervise the preparation of, and desirable changes in, school text-books for the authorized list.

(3) That they find that the results obtained by their methods have been satisfactory.

(4) That they find that formal exception has been taken by certain publishers to the method followed by the Committee.

(5) That the sub-committee therefore recommend that the following instructions be observed in considering text-books in the future :

(a) That members of the Protestant Committee shall not take part in the preparation or revision of school text-books without the special authorization of the Committee, nor shall they have any financial interest in such books.

(b) The primary duty of the sub-committee is to examine in a strictly judicial and confidential manner such books and school requisites as may be submitted to it by the Committee, and to report thereon, in relation to books on similar subjects actually in use and with reasons for its preference for either.

(c) The sub-committee may make interim reports which may be

received and kept of record till the time of the quadrennial revision, but shall be regarded as confidential, and shall be acted on only in cases regarded by the Committee as urgent, and with its sanction.

(d) The sub-committee shall make its final report for the quadrennial revision and transmit it to the Secretary of the Committee in time to have it printed and circulated to the members before the meeting at which action is to be taken.

(e) The sub-committee may receive any communications or information from public bodies, authors, publishers or teachers, regarding books in use or desired to be introduced; but shall take no action looking to a change of books without the sanction of the Committee, to which all such communications shall be reported.

(f) The sub-committee may make inquiries and collect information respecting improvements or amendments required by any text-book already in use, with a view to its continuance, and may report on the same.

The report was adopted.

The following report was read and adopted. Upon motion of Dr. Hemming, seconded by Dr. Shaw, the secretary was instructed to enter it in full in the minutes.

Sub-committee on grants. Dr. Hemming's motion. May 11, 1894. The sub-committee met in the McGill Normal School building.

Present: Dr. Hemming, convener; Dr. Heneker, Mr. N. T. Truell, Sir Wm. Dawson, Rev. Dr. Shaw, Rev. Elson I. Rexford.

Letters of regret were read from the Very Rev. Dean Norman, Mr. G. L. Masten and the Rev. A. T. Love.

Dr. Hemming submitted his views in reference to the distribution of superior education grants.

The sub-committee agreed to consider the sections of his suggestions in order. After full discussion on the subject it was agreed:—

That in the opinion of this sub-committee, grants to model schools and academies fail of their purpose when they merely relieve the financial responsibilities of commissioners or trustees by being merged in their general resources.

Further, that such grants should be used to increase the efficiency rather than to provide for the simple maintenance of these institutions, and more particularly improvement should be made, first and chiefly, in increasing the salaries of the teachers. Secondly, in providing at least a few scholarships for worthy pupils under such rules and regulations as may from time to time be prescribed by the Protestant Committee.

That before the committee on grants proceed with their work in the month of September annually, the reports now required by law be carefully examined, and further that such reports shall show in addition to items now required the rate of taxes paid in the respective localities in which these institutions are situated.

That a report be made to the Protestant Committee showing that the said grants have been applied according to the conditions and regulations laid down by the Committee.

Further, the sub-committee recommends to the Protestant Committee the desirability of arranging with the Protestant universities and colleges for the granting of free education by means of scholarships to qualified candidates from the Protestant academies of the province. The whole of which is respectfully submitted.

(Signed)

E. J. HEMMING, *Convener.*

At the request of the Roman Catholic Committee, a sub-committee was appointed with authority to co-operate with a sub-committee which had been appointed by that body to revise the school law. Dr. Heneker, Mr. Rexford, Dr. Shaw and Dr. Hemming were chosen to perform that duty. Mr. Rexford, Dr. Shaw and Mr. Love were re-appointed to arrange the work of the distribution of grants at the September meeting. Dr. Heneker and Mr. Truell are ex-officio members of this sub-committee.

Approval was given to the following recommendations of the university board of examiners: That "The First Principles of Modern History," by S. T. Taylor, be an alternate with New Testament History, this regulation to apply only to those candidates whose parents or guardians make objection to their studying New Testament History.

2nd. That "Richard the Second" be substituted for "Julius Cæsar," in the English of the optional subjects.

3rd. That no dictionary be allowed for sight translation in Latin.

4th. That a special form of book be used for answering the questions which are examined by the A. A. examiners.

Mr. Truell gave notice of the following motion which he will propose at the September meeting: In view of the fact that there are two books on elementary Latin quite different in arrangement of contents; it is moved by N. T. Truell and seconded by Rev. A. T. Love, that in future two separate examination papers be prepared for Grade 2, Model School, the first paper to be on the work hitherto prescribed, and the second paper on the first fifty-five pages of the "Beginner's Latin Book."

Inspectors Taylor, Parker and Hewton, the Rev. T. Z. Lefebvre, and Messrs. R. M. Harper and E. Chambers were named to assist the Inspector of Superior Schools in the examination of the papers in the June examination of the Superior Schools. The Secretary was instructed to supplement the ordinary payment by adding forty dollars from the contingent fund of the Committee.

The report of the Inspector of Superior Schools was presented and placed on file.

The following financial statement was presented by the Secretary :

<i>Receipts.</i>		
Feb. 22, 1895.	Balance on hand.....	\$4,012 26
<i>Expenditure.</i>		
Feb. 23, 1895.	McGill Normal School am't received from the City Treasurer of Montreal....	\$1,000 00
	On Salary of the Inspector of Superior Schools.....	125 00
	On Salary of the Secretary..	62 50
	Cash on hand as per bank book.....	2,824 76
		\$4,012 26
	Contingencies debit balance.	\$2,727 18

On motion of the Lord Bishop of Quebec, seconded by Mr. N. T. Truell, the scheme of Bible study as amended by the sub-committee was adopted. It appears at the end of these minutes.

The meeting then adjourned after the reading of the rough minutes to meet on the 27th of September, or earlier on call of the Chairman.

GEO. W. PARMELEE, *Secretary.*

NEW SCHEME OF BIBLE STUDY FOR PROTESTANT SCHOOLS
 AUTHORIZED BY THE PROTESTANT COMMITTEE,
 TO TAKE EFFECT SEPTEMBER, 1895.

Class.	New Testament Stories.	Old Testament Stories.	Memorized Matter.
Grade I.	Events connected with birth of Christ. Luke i., ii., 7.—Visit of Shepherds, Luke ii., 8-20.—Visit of Magi. Matt. ii., 1-12.—Flight into Egypt. Matt. ii., 13-23.—Jesus and the Doctors. Luke ii., 41-52.—Baptism. Luke iii., 15-23. Matt. iii., 1-17.—Death and Burial. John xix. — Resurrection and Ascension. John xx., and Acts i., 3-12.	Outlines of chief events to the end of the life of Joseph.	The Lord's prayer. The Beatitudes. Six special texts, viz.: Psl. iv., 8, Psl. li., 10, 11, Matt. xi., 28, John iii., 16-17.
Grade II.	As in previous year together with the Circumcision and Presentation of Jesus. Luke ii., 21-38.—Preparation at Nazareth. Luke xi., 51-52.—Choice of Apostles. Luke vi., 12-19.—Imprisonment of the Baptist. Mark vi., 17-20.—Death of the Baptist. Mark vi., 21-29.—Supper at Bethany, John xii., 2-8.—Entry into Jerusalem. Mark xi., 1-12.	Outline of chief events to the death of Joshua.	The Lord's Prayer. The Beatitudes. The Apostles' Creed. Six special texts, viz.: Psl. xix., 12-14, Prov. iii., 5, Matt. xi., 29, John x., 14, John xiv., 15.
Grade III.	As in previous year together with Temptation. Luke iv., 1-13.—First Passover of Ministry. John ii., 13-25; iii., 1-21.—Peter's Confession. Matt. xvi., 13-20.—Transfiguration. Matt. xvii., 1-13.—Sending out the Seventy. Luke x., 1-16.—Feast of Dedication. John x., 22-42.—Paschal Supper. John xiii., 1-35.—Garden of Gethsemane. Matt. xxvi., 36-46.—Betrayal. Matt. xxvi., 47-56.—Trial. John xviii.—Appearances after resurrection. John xx. Matt. xxviii., 16-20. Luke xxiv., 13-35.—Pentecost. Acts ii.	Outline of chief events to the end of the Judges.	The Ten Commandments and Mark xv.
Grade IV.	Life and Words of Christ.		Matthew vi.
Model Grade II. Academy Gr. I. & II.	Gospels and Acts of Apostles.	Old Testament History complete.	Selections to be made by the teacher.

LIST OF TEXT-BOOKS.

CLASS I.—FOR PROTESTANT ELEMENTARY AND MODEL SCHOOLS.

Approved by Order in Council, July 26th, 1895.

Subject.	Text-Books.	Publishers.	Price.
READING.	Canadian Readers to be replaced at an early date by a revised edition at the expense of the publishers to be called "The Quebec Readers" (Ready Sept. 1896).....	Ed. Book Company... ..	
	Royal Readers	T. Nelson & Sons.....	
SPELLING.	The Practical Speller (Revised)..	Ed. Book Company... ..	.30
	Grafton's Word and Sentence Book	F. E. Grafton & Sons..	.30
WRITING.	Gage's System of Practical Penmanship	Ed. Book Company ... ..	.07
	Grafton's System of Vertical Penmanship	Grafton & Sons .....	.08
	Business Forms and Accounts...	The Copp, Clark & Co.	.10
	Jackson's System of Upright Penmanship	Sampson, Marston, Low & Co.....	.06
ARITHMETIC.	Kirkland & Scott's Elementary (Revised).....	Ed. Book Company ... ..	.30
	Martin's Simple Rules	Copp, Clark Co.....	.10
	Grafton's Graded Arithmetic...	Grafton & Sons..	.15
ENGLISH.	Meiklejohn's Shorter Grammar with appendix	Ed. Book Company ... ..	.30
GEOGRAPHY.	Calkin's Introductory (Quebec Edition).....	T. Nelson & Sons.....	.65
	Geographical Readers.....	Cassels.....	
	Geographical Readers.....	Chambers.....	
SCRIPTURE	The Holy Scriptures. McLearn's		
HISTORY.	Old and New Testament.	Macmillan & Co.....	.30
	Miles' Child History	Dawson Bros.....	.50
CANADIAN	Miles' School History.....	Dawson Bros.....	.60
	Robertson's History	Copp, Clark & Co.....	.30
ENGLISH	Jeffer's History	Canada Pub. Co.....	.30
	Buckley's High School History..	Copp, Clark & Co. ....	.65
	"Things New and Old"	Cassel & Co	
ALGEBRA.	Historical Readings	MacMillan & Co.....	
	Todhunter's Algebra for Beginners	MacMillan & Co. ....	.60
	C. Smith's Elementary Algebra .	" "	1.00
GEOMETRY.	Todhunter's Euclid	" "	.75
	Hall & Stephen's Euclid	" "	1.00
FRENCH.	Curtis' Oral Exercises, parts I., II. and III	W. Drysdale & Co., 5, 5 & ..	.10
	Worman's First French Book .	American Book Co.....	.30
	Curtis' and Gregor's French Reader, part I	W. Drysdale & Co.....	.30
	Fasquelle's Introductory.....	Dawson Bros.....	.40
	Mrs. Molesworth's French Life in Letters	MacMillan & Co.....	.45
	Smith's Principia Latina part I.	Murray.....	1.00
LATIN.	Collar and Daniell, Beginner's Latin Book	Ginn & Co	1.00
	Ritchie's Fabulae Faciles	Longmans, Green.....	.75
PHYSIOLOGY AND HYGIENE.	Nattress	Brigg's.....	.25
DRAWING.	Dominion Freehand Drawing Course	Foster, Brown & Co..	
	Cringan's Canadian Music Course	Canada Pub. Co.....	
MUSIC.	Curwen's Tonic Sol-Fa Series ...	Curwen & Son.....	
	Bayley and Ferguson's Tonic Sol-Fa Series	Bayley & Ferguson....	

CLASS II.—FOR THE ACADEMY COURSE.

Subject.	Text-Books.	Publisher.	Price.
READING.	(See Class I.)		
WRITING.	(See Class I.)		
SPELLING.	(See Class I.)		
BOOKKEEPING.	Standard Bookkeeping	Ed. Book Company . . . . .	.65
	High School Bookkeeping	Copp, Clark & Co. . . . .	.65
ARITHMETIC.	Hamblin Smith's Arithmetic	Ed. Book Company . . . . .	.60
ENGLISH.	Meiklejohn's New Grammar	A. M. Holden . . . . .	.75
	" English Language . . . . .	" " . . . . .	.30
	" English Literature . . . . .	" " . . . . .	.45
GEOGRAPHY.	Chase's High School Geography	Canada Pub. Co	1.00
HISTORY.	Green's Primer of Greece	MacMillan & Co . . . . .	.30
	Green's Primer of Rome . . . . .	" " . . . . .	.30
ALGEBRA AND GEOMETRY.	(See Class I.)		
TRIGONOMETRY.	Hamblin Smith's Elementary	Ed. Book Company . . . . .	.75
FRENCH.	Bertenhaw's French Grammar	Longmans . . . . .	.50
	Darey's Grammaire Française	Dawson Bros. . . . .	.50
	Curtis and Gregg's Progressive French Reader, part II.	W. Drysdale & Co . . . . .	.50
	Darey's Lectures Française	Dawson Bros. . . . .	.75
GERMAN.	Van Der Smissen's H. S. Gram- mar	Copp, Clark & Co. . . . .	.75
LATIN.	Kennedy's Revised Latin Primer	Longmans . . . . .	.75
	Smith's Smaller Grammar	Murray	1.00
	Allen Greenough's Grammar		1.00
	Collar's Latin Prose Composition	Ginn & Co	1.00
GREEK.	Smith's Initia Græca	Murray	1.00
	White's Beginners Greek Book	Ginn & Co.	1.25
	Rutherford's First Greek Gram- mar (Accidence)	MacMillan & Co . . . . .	.60
	Underhill's Easy Exercises in Greek (Accidence) . . . . .		.60
	Goodwin's Greek Grammar	Rose Pub. Co.	1.25
PHYSICS.	Gage's Introduction to Physical Science	Ginn & Co	1.00
	Fessenden's High School Physics	Ed. Book Company	1.00
CHEMISTRY.	Remsen's Elements	MacMillan & Co. . . . .	.75
BOTANY.	Spotton's High School Botany	Ed. Book Company	1.00
	How Plants Grow (Gray)	Am. Book Co. . . . .	.60
DRAWING.	Vere Foster's		
PHYSIOLOGY AND HYGIENE.	Cutter's Intermediate	Lippincott . . . . .	.60

The attention of school boards and of teachers is especially directed to Reg. 161 ; viz. : "Each school board shall, during the year following each quadrennial revision, select from the authorized books a list of text-books for use in the municipality, naming one book, or one graded set of books, in each subject of the course of study, and shall insist upon their use in the schools of the municipality to the exclusion of all others. A copy of this list shall be placed in each school of the municipality, and a copy shall be sent to the English Secretary of the Department of Public Instruction. (An additional series of reading books may be selected for supplementary reading.)"

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1895, (ACADEMIES).

NAMES OF ACADEMIES.	Pupils.		Gr. II. Mod.		Grade I.		Grade II.		Grade III.		Lat.		Greek.		French.		Eng.		Geom.		Alg.		Arith										
	Enrolled.	Presented.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.									
Aylmer.....	1529	71	35	32	3	12	11	1	14	14	0	7	7	0	2	0	2	23	0	31	1	35	0	22	0	29	6	32	1				
Belford.....	1392	71	27	19	8	9	5	4	12	9	3	4	4	0	2	1	15	4	1	35	2	14	3	19	7	30	5						
Coaticook.....	1212	79	41	20	16	4	4	2	8	7	1	5	5	0	3	2	1	17	1	1	1	18	0	16	0	19	1	16	1				
Compton Ladies' College.....	1522	74	33	25	7	6	4	2	8	5	3	10	8	2	1	1	0	23	0	23	2	23	2	19	0	12	13	17	7				
Cookshire.....	15619	71	55	23	5	7	6	1	10	8	2	9	7	2	2	2	0	7	3	27	1	35	3	19	2	17	11	22	4				
Cote St. Antoine.....	3885	78	93	69	51	15	31	24	7	20	11	6	14	13	1	4	3	1	47	3	13	0	66	3	69	0	38	0	52	17	51	11	
Cowanville.....	12656	82	54	19	17	2	4	0	5	5	0	8	6	2	2	2	0	12	0	19	0	18	1	15	0	12	13	17	7				
Danville.....	19043	65	45	41	26	15	17	10	7	13	9	4	7	3	4	4	0	7	1	40	1	31	7	18	4	38	13	38	9				
Dunham Ladies' College.....	5734	72	25	12	9	3	4	3	4	3	1	1	1	0	3	2	1	8	1	12	0	12	0	4	0	7	2	7	2				
Granby.....	14965	63	73	33	17	16	11	5	6	10	5	6	3	6	3	6	4	2	30	3	29	4	27	6	15	2	32	11	16	11			
Huntington.....	6036	82	142	92	79	15	18	16	2	38	82	6	28	24	4	8	7	1	68	5	18	2	89	3	91	1	72	2	71	21	55	9	
Inverness.....	11653	79	52	22	22	0	5	5	0	11	11	0	2	2	0	4	0	14	1	22	0	22	0	17	0	18	3	18	0				
Knowlton.....	1240	72	31	18	12	6	4	2	2	1	7	4	2	0	1	1	0	13	0	1	0	18	0	13	4	13	1	13	5	15	2		
Laculte.....	4965	70	110	82	50	32	27	10	17	33	26	9	10	9	1	10	5	5	51	18	5	0	69	13	76	6	49	4	54	32	58	14	
Shawville.....	3267	56	71	7	0	7	1	0	1	3	0	3	3	0	3	0	0	0	4	1	5	2	3	4	4	1	3	4	1	6			
Sherbrooke.....	3464	78	93	60	55	5	21	18	3	11	10	1	15	15	0	13	12	1	37	7	60	0	58	2	34	4	17	12	45	2			
Stunsand College.....	2843	85	71	34	29	5	7	4	3	8	6	2	14	14	0	5	0	31	1	4	0	31	0	32	2	25	0	33	27	2			
St. Francis College.....	1682	54	62	29	14	15	16	4	6	8	6	2	3	1	2	8	3	5	10	7	22	7	17	4	12	1	22	6	11	10			
St. Johns.....	11360	45	64	36	6	30	5	64	36	4	5	15	14	5	1	4	7	0	7	14	11	37	9	18	18	5	20	8	28	13	16		
Sutton.....	2233	77	58	37	20	17	7	0	7	11	6	5	12	7	5	7	0	29	3	1	0	36	1	27	10	23	0	24	12	23	7		
Three Rivers.....	7229	54	27	18	4	14	7	0	7	5	2	3	4	1	3	2	1	14	3	17	1	13	5	3	1	7	11	4	12				
Waterloo.....	32828	73	90	59	36	23	21	12	9	20	11	9	16	11	5	2	2	0	50	4	68	1	52	7	36	1	26	33	43	14			

Grand Total Marks.

Average of the Percentages.

Appliances.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1895, (MODEL SCHOOLS).

NAME OF MODEL SCHOOLS.	Pupils.		Gr. I.		Gr. II.		Gr. III.		Gr. IIIA.		Lat. French.		Eng. Geom.		Alg.		Arith.		Appliances.
	Gr. Total Marks.	Percentage.	Enrolled.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	
Berthier.....	2311	75	12	27	23	4	5	5	0										Failed.
Bolton Centre.....	7849	69	16	9	7	2	4	5	0										Failed.
Bryson.....	5695	53	17	10	4	6	3	0	3	0	3	0	3	0	3	0	3	0	Failed.
Buckingham.....	9443	45	36	22	4	18	12	1	11	6	6	4	3	1	8	2	2	0	Failed.
Bury.....	16873	72	32	20	3	10	10	7	5	2	3	1	2	2	0	3	3	0	Failed.
Chathamville.....	12355	64	44	17	11	5	4	1	3	1	4	3	3	0	5	0	17	6	Failed.
Conno.....	3387	62	21	10	0	9	4	1	3	1	3	1	2	3	1	1	2	3	Failed.
Dunham.....	9078	84	23	19	0	4	4	2	1	0	2	1	0	1	0	5	0	0	Failed.
Farrham.....	8017	56	15	10	7	12	7	5	4	2	2	1	0	1	0	4	0	0	Failed.
Fort Conlonge.....	3973	53	9	5	2	3	0	3	0	3	0	3	0	2	0	2	0	0	Failed.
Freilighsburg.....	15346	64	38	22	15	7	6	4	6	0	8	3	5	9	7	2	1	0	Failed.
Gouffé.....	12874	61	30	19	11	8	6	6	0	8	3	5	4	1	3	1	1	0	Failed.
Hartmond.....	7230	63	22	11	7	4	5	4	1	3	1	2	2	1	1	1	0	0	Failed.
Hemby.....	17387	62	31	25	19	5	3	5	0	5	1	4	3	2	5	4	3	0	Failed.
Holl.....	16678	63	36	11	5	6	5	1	4	3	2	0	3	2	0	5	3	2	Failed.
Hollinger.....	13046	56	30	20	8	12	8	3	5	4	0	4	2	2	1	5	1	0	Failed.
Kimneer's Mills.....	6843	70	30	11	9	2	8	6	2	1	0	3	0	1	0	3	0	0	Failed.
Lacelle.....	8598	64	21	12	11	1	4	0	3	1	9	8	1	1	1	0	8	0	Failed.
Leeds.....	17356	65	69	35	29	6	12	10	2	5	3	12	11	6	5	1	6	1	Failed.
Lemoxville.....	6711	59	28	21	7	4	2	0	2	0	2	1	1	0	0	2	0	0	Failed.
Levesque.....	5711	59	28	21	7	4	2	0	2	0	2	1	1	0	0	2	0	0	Failed.
Manonville.....	15270	70	46	24	16	8	5	3	6	2	3	1	1	0	2	0	2	0	Failed.
Marbleton.....	9089	57	32	14	8	6	5	3	0	5	2	3	3	2	3	0	5	2	Failed.
Montreal Junction.....	5617	68	11	8	6	2	3	0	3	2	1	0	0	2	1	0	0	0	Failed.
Mystic.....	10642	67	32	15	13	2	7	6	1	2	2	0	4	3	1	2	2	0	Failed.
Orms-town.....	38063	67	52	30	22	12	11	21	9	12	5	6	6	6	6	6	6	6	Failed.
Parishville.....	12290	61	35	12	3	1	1	0	3	1	2	2	0	4	0	6	0	0	Failed.
Parsonsburg.....	7524	61	29	17	15	2	2	0	3	2	2	0	1	0	1	0	0	0	Failed.
Portage du Fort.....	12659	62	34	14	11	5	6	0	3	0	3	0	0	0	0	0	0	0	Failed.
Richmond.....	24649	78	24	14	1	7	3	2	2	2	2	2	2	2	2	2	2	2	Failed.
Sawyersville.....	14017	70	57	16	9	1	3	1	3	1	3	1	3	1	3	1	3	1	Failed.
Scotstown.....	16162	62	31	10	31	15	2	13	10	4	2	3	3	3	3	3	3	3	Failed.
Sorel.....	1312	65	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	Failed.
South Durham.....	10480	74	17	11	8	3	2	1	9	5	1	1	0	9	2	1	0	9	Failed.
Strathbridge East.....	19265	65	32	24	15	9	2	1	9	5	6	3	3	3	3	3	3	3	Failed.
St. Andrews.....	16257	61	26	24	11	10	6	1	5	4	3	1	5	3	2	6	3	1	Failed.
St. Lawrence.....	52565	70	41	37	24	15	9	2	16	3	0	3	0	3	0	3	0	3	Failed.
St. Sylvestre.....	5003	57	17	9	5	4	2	1	3	2	1	3	2	0	3	0	3	0	Failed.
Unionton.....	16400	71	40	19	13	6	4	3	1	5	4	10	6	4	1	0	4	0	Failed.
Valleyfield.....	5182	59	32	12	4	8	8	3	5	3	0	3	0	3	0	3	0	0	Failed.
Waterville.....	12607	53	36	21	15	6	6	4	2	1	5	4	1	5	4	1	2	0	Failed.
Whidson Mills.....	5567	68	19	12	6	6	4	2	2	2	1	1	2	1	2	1	2	0	Failed.

PENSION FUND STATEMENT, 1894-5.

REVENUE.

Stoppages of 2 per cent :—

On Common School Grant.....	\$3,200 00
On Superior School Grant.....	1,000 00
On Salaries of Normal School Professors....	364 45
On Salaries of School Inspectors.....	708 00
On Salaries of Public School Teachers.....	14,446 58
On Pensions paid during the year.....	695 67
Paid by the Teachers themselves to the Department.....	46 86
Interest to June 30th, 1894, on the Capital..	8,761 85
Government Grant for the year 1894-5.....	1,000 00
Stoppage on the Municipality of Notre Dame de Laterrière by the Roman Catholic Committee.....	81 05
Transferred from the surplus to cover deficit..	5,665 57
	\$35,970 03

EXPENDITURE.

For Pensions.....	\$35,689 23
Refund of Stoppages.....	7 70
Expenses of Administration	373 10
	\$35,970 03

STATEMENT OF BALANCE HELD IN TRUST BY PROVINCIAL TREASURER,
AND AVAILABLE FOR THE PAYMENT OF PENSIONS.

Balance July 1st, 1894.....	\$18,102 79
Deduct to balance Revenue and Expenditure	5,665 57

Balance now in the hands of Provincial Treasurer... \$12,437 22

1894.

CAPITAL.

June 30th—Revenue accumulated since 1880.....	\$178,184 04
“ carried to Capital Account in the year 1894-5.....	\$2,407 53
Deduct a refund from Capital... ..	1 68
	2,405 85

1895.

June 30th—Total Capital to date.....	\$180,589 89
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Submitted by

G. W. PARMELEE,
E. W. ARTHY,*Pension Commissioners elected by the
Protestant Teachers' Association.*