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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC,

THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF
PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

Editor, - - - J. M. HARPER.

Editor of Official Department, Rev. E. I. REXFORD

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Montreal:
DAWSON BROTHERS, Publishers.
1888.

MCGILL NORMAL SCHOOL

32 BELMONT STREET, MONTREAL.

THIS Institution, under the joint control of the Honorable the Superintendent of Public Instruction for the Province of Quebec and the Corporation of McGill University, is intended to give a thorough training to Protestant teachers.

The complete course extends over a period of three annual sessions of nine months each—an Elementary School Diploma being obtained at the close of the first session, a Model School Diploma at the close of the second, and an Academy Diploma at the close of the third. All these Diplomas are valid as authorizations to teach in any part of the Province of Quebec, without limitation of time.

None are admitted to the School but those who intend to devote themselves to teaching in the Province of Quebec for at least three years. To such persons, however, the advantages of the School are free of charge, and those who are successful in getting Diplomas receive, at the close of the session, a sum not exceeding \$36 in aid of their board, and, if they reside more than ninety miles from Montreal, a small additional sum towards their travelling expenses.

Admission to the School is by examination only. The conditions of admission to the higher classes may be learned by consulting the Prospectus of the School. Candidates for admission to the Class of the First Year must be able to parse correctly a simple English sentence; must know the Continents, greater Islands, Peninsulas, and Mountains, the Oceans, Seas, larger Gulfs, Bays, Straits, Lakes and Rivers, and the chief political divisions and most important Cities of the world; must write neatly a Dictation from any School Reader, with no more than five per cent. of mistakes in spelling, in the use of capitals and in the division of words into syllables; and must be able to work correctly examples in the simple rules of arithmetic and in fractions.

The next session of the School opens September 1st, 1888. Names of candidates will be enrolled on the 1st and 2nd days of the month, examinations will be held on the 3rd, successful candidates will be received and lectures will commence on the 4th.

Forms of application, to be partially filled at the places of residence of candidates, and copies of the Prospectus of the School, may be obtained by application to the Principal, Dr. Robins. When issued, the Prospectus of the School for 1888 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD
OF THE
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NOVEMBER, 1888.

VOL. VIII

THE CONVENTION OF 1888.

The Annual Convention of the Provincial Association of Teachers was held this year at Waterloo, and from the verdict of those who took part in its meetings, and were in a position to compare it with previous gatherings of the same kind, it now takes rank, among the things of the past, as one of the most successful ever held in the Province. On account of the difficulties in the way of bringing the teachers together on Wednesday, no session was held on the evening of that day; but on Thursday morning, the Convention was organized in the usual way by the Secretary reading the provisional programme prepared by the Executive Council, and by the presentation of the various reports. The proceedings of the various sessions have received due attention by the leading journals of the country, and from the report of one of these, the *Montreal Gazette*, we make up the following record of the questions brought up for discussion, and of the work accomplished.

The annual report of the Executive Council, which embodied a history of the work accomplished during the year, was read by the corresponding secretary, Mr. E. W. Arthy of Montreal, a gentleman who has only been in office for a year, but who even in that short time has shown how wise the teachers were in selecting him for the responsible position he holds. The first duty de-

volving upon the Council after the close of the Convention of 1887, was to carry into effect the resolution respecting increase to the elementary school tax. A petition was prepared and placed in the hands of Dr. Cameron, member for Huntingdon, for presentation to the Lieutenant-Governor-in-Council. The petition was held over from last session, but is now in the proper hands. The discussion on academics had formerly led to too little results, and a committee was appointed, consisting of the principals of the academies. They met in Montreal the 19th of November, and among other things presented was a petition to the council of the Bar, asking that body to modify the requirements for entrance to the legal profession, that of the branches of philosophy, logic, mental philosophy and moral philosophy, demanded in the examination, candidates should be required to take logic, but might substitute, for the other two, additional mathematics. How best to teach French as a living language, the elaboration of a suitable course and the selection of suitable text books were discussed during the past year, also, at the last Convention, by Dr. Worman, Mrs. Holden, Dean Norman, Mr. Curtis and Mr. Gregor. Resolutions at that time were submitted to the Council, recommending some modification in the A. A. examinations, the appointment of a committee to draw up a course in French upon the natural method, and to urge its adoption, not as superseding the authorized course, but as an optional one, and a sub-committee consisting of Sir Wm. Dawson, Dr. Norman and Mr. Masten, with instructions to confer with the University examiners. The report of the committee was adopted as follows:—

1. That as an alternative method for junior classes, the natural system of teaching, with Worman's text books, be sanctioned, and also an easy French reader for grade III of model schools, Florian Fables being suggested as the kind of books desirable.
2. That for the second and third academy grades and the examination for associate in arts, Darcy's Reader be retained, and that the examinations therein be limited to passages selected from time to time by the examiners, the passages indicated by the Association of Teachers being recommended for the examination of 1889.
3. That French dictation be required, and that the attention of the examiners be directed to the utility of giving an easy French passage for translation at sight, and of setting questions to test a knowledge of colloquial forms.
4. As to French reading—that the same difficulty in estimating results would occur as in English reading, besides the occupying of extra time on the part of sub-examiners.

The French question is so important that a place has again been assigned to it and the services of Messrs. Curtis and Gregor enlisted. Another important question at last Convention was "What part of arithmetic should be included in a course for elementary schools," and in reviewing the question this year, "acrobatic feats in arithmetic" were condemned, and the question was discussed in all its bearings. In response to the resolution of the academies, requesting that model schools be recognized in connection with academies, and grants made to them, the Protestant committee agreed that the written examination of academies should in future include second grade model school pupils. The constitution and by-laws of the association have been revised, and it is expected to have the association incorporated. There is a balance in the hands of the treasurer and it was carried over to next year. The report took up and analyzed the present programme, insisting on its strong points and regretted the absence of Sir William Dawson, though it was pleasant to know that Dr. Johnson, the vice-principal of McGill, would represent the University.

After the reading of the report, a discussion took place in which the following gentlemen took part, namely, Messrs. Kneeland, Rexford, Masten, Hubbard, Howard, Hewton, Arthy, Patterson and Renaud, when it was finally adopted and ordered to be engrossed on the minutes of the Association. Miss Robins, of the McGill Normal School, read the report of the curator and librarian of the Association, which was greeted with applause. On motion of Dr. Harper, a special vote of thanks was passed to Miss Robins, in view of the interest she had taken in the affairs of the Association, and the onerous duties she had assumed and fulfilled without remuneration. The Treasurer's report was then submitted by Mr. Humphreys with the result stated, namely, a balance of \$249 in hand, and a vote of thanks was accorded to the reader.

Rev. E. I. Rexford submitted the report of the Pension commissioners which showed a capital account on 30th June, 1888, of \$140,045.93, an increase of \$6,670.29 over 1887. The revenue for 1887-8 was \$26,407.18, compared with \$23,002.66, in 1886-7. The items for 1887-88 were as follows: Stoppages on grants, \$4,200; on teachers' salaries, \$12,422.30; on Normal school salaries, \$334.25; on Inspectors' salaries, \$550.55; on Pensions, \$326.38;

annual grant, \$1,000; interest on capital, \$7,536.82; refund, \$36.88. The total expenditure was \$17,423.85, leaving a balance of \$8,983.33. The amount of pensions paid was \$17,171.67; and the cost of administration and expenses was \$243.60. The number and class of pensions granted in the two years were as follows :—

	1886-7	1887-8
Number of applicants.....	152	90
“ admitted.....	137	63
Pensioners who died.....	1	8
Pensions cancelled.....	...	2
“ for ill health ...	94	44
“ for age.....	43	19
Male pensioners.....	39	16
Female pensioners.....	98	47
Amount of pensions granted for ill health.....	\$ 5,908.58	\$ 2,344.08
Amount of pensions granted for age.....	7,979.86	4,502.66
Total amount granted.....	\$13,889.44	\$ 6,847.74

For 1888-9 the number of applicants to October 13 was 38, and pensions cancelled, 2. The report elicited a good deal of discussion, and the point was dwelt upon as to the work a pensioner may do and the difficulties lying in the way of the Act. Many held that teachers should get all their money now, and let the future take care of itself. Some pensioners resume private teaching, and the receiving of money owing to temporary ill-health is subject to abuse. It was stated that there was no objection to a female pensioner becoming married; this was thought a wise provision, as the age for drawing a pension is placed at fifty-six years. When the report was adopted, the thanks of the Convention were extended to Dr. Robins and Mr. Rexford for the care of their interests.

Dr. Harper, reporting for the committee on grammatical nomenclature, stated that there had been some misunderstanding in regard to the constitution of the committee, and that on this account there had been some delay in coming to any decision. The committee recommended that the paper read before the Convention of 1887, by Dr. Robins, be published for the information of the members of the committee and the Association, and that

other names be added to the committee, namely, Messrs. Hewton, Truell and McArthur.

A discussion then took place in regard to the *Educational Record*, which was opened by a paper read by Inspector McGregor. Mr. McGregor outlined a plan by means of which the *Record* might be made even more interesting than it is, to the elementary teachers especially. The discussion was continued by Miss Rix, Mr. Wardrope, Mr. Kneeland, the Rev. Mr. Rexford and Dr. Harper. According to the reporter of the *Gazette*, "When the discussion ended it was felt that the editor had done the best possible under the circumstances, and far from deserving any blame, earned the highest praise for his work in connection with the *Record*. If there was any imperfection, it did not rest with him, but with the teachers."

At the opening of the afternoon session of Thursday, the President of the Association was presented to the teachers, and assumed the duties of Chairman of the meetings. Under his instructions, committees on nomination and resolutions were named, and then the new constitution was read and adopted, after some discussion. Five hundred copies were ordered to be printed for distribution. Notice of motion was given to appoint a committee to frame an Act of Incorporation and obtain the necessary legal assistance.

After the usual routine, a model lesson in French was given by Mr. Leigh R. Gregor, of the Montreal High School, which illustrated in the most interesting manner, the natural method of teaching that subject. No teacher can hear Mr. Gregor without being struck with his enthusiasm. He has given the greatest attention to the above subject, and his manner of handling a class came in for a large share of praise from his fellow-teachers. Mr. Curtis, one of Mr. Gregor's colleagues in the Montreal High School, gave an excellent exposition of the principles of the natural method in teaching modern languages. He stated that the natural method did not promise a mastery of the French language in English schools. Its aim was to give such drill in the ordinary colloquial forms that pupils would be enabled, not only to read, write and translate, but also to speak and to understand when addressed orally within the limits of the subject matter taken up. With this view, teachers employed only French in giving instruction. To do this successfully, two things were essential:

1. A careful gradation of the subject matter, and skill in its presentation. The principle upon which the subject matter was arranged was this: Beginning with names of familiar objects and simplest constructions, new matter is introduced as it is required for conversation. 2. In presenting new subject matter the first lessons should be oral. The purpose on hand is twofold: To get the pupil to understand and to speak. There were three ways of interpreting language spoken in an unknown tongue. By an appeal to objects or to pictures, whose names are at the same time given; by means of gesture, modulation of voice and expression of countenance, and after the first stages, by means of the vocabulary already acquired. There were two ways in which pupils get practice in speaking, by repeating in concert and by replying to questions. The art of questioning was important, and this principle should be observed: Never ask a question till the answer, or at least the material of the answer, has been given as a statement and understood. The subject matter must be graded; the first step is an object lesson; then new material is introduced, as required for conversation, to weave into a progressive course. A course has been announced for the province of Quebec, and has the sanction of the department. In Montreal, the teachers are engaging the new course upon the old. In general, thought is connected with language; this makes it attractive and scientific, and a more valuable training for the mind than the old method.

Following the consideration of the subject of French and the method of conducting classes in it, came the question of the Tonic Sol Fa system. A clear and concise statement of the merits of this system was laid down by Mr. W. H. Smith, in a paper read before the Convention. As this paper will appear in a future issue of the *Record*, we need not report his argument in full here. To elucidate, several young ladies volunteered as pupils, and Mr. Smith proceeded to explain the principles of teaching. He recommended to teach the thing before the sign, never to sing with the pupils; to get the answers from the dull or inattentive pupils and to plan the lessons before going to class, so as to have some new point, however small, of a fresh presentation of an old fact at each lesson. He divided his suggestions under the four heads—tune, time, voice training and ear training.

For the evening session, the local committee of Waterloo, in whose favour nothing but the highest encomiums can be written, a programme of music and readings had been prepared. Those who took part in the programme, were members of the Waterloo orchestra, Dr. Maclean, Professor Andrews and Mr. Hubbard. During the early part of the evening, Mr. Sydney Fisher, M. P., delivered his inaugural address as President. He felt the high honor done him by his election to preside over the most critical and cultured body of the Province of Quebec. Looking over the country he found only the professional class an educated one: in the House of Commons there are men representing all professions, not a few of them teachers, among them Professor Foster, Mr. Weldon and Hon. G. W. Ross. It is the professional men who impress the House with the fact that they are highly educated, and the reason for this is that the whole course of education trains people to be professional men, and only professionals, and not manufacturers or farmers; when a young man goes to the university, he finds faculties of medicine, theology, law and science, but none to teach him agriculture or the higher commercial principles. This was bad and wrong. Men were wanted in a young country who would make their scientific education tell in the walks of life that are not crowded, and where their brightest energies and best intellects would have an abundant reward. For ten years, Canada has been trying to build up her manufactories, but the government has done nothing to train young men to the higher class of mechanical work. Schools are needed where they can study the principles which lie at the base of that development. Something has been done in Montreal in technical education, yet the system which needs such a night-school deserves nothing but condemnation. These things should be taught in the elementary schools. In England, these schools are springing up, and it is by means of those that the country will eventually conquer in the keen fight and competition with continental people. The eye and hand should be trained to make a man quick and capable, as well as to make the brain alert. The men who play lacrosse and cricket train their hands and eyes, and it is from these fields the great men are recruited. Why should the state aid to educate lawyers and medical men, and not traders, manufacturers and farmers? These, in all fairness,

should have their share. The work must be done gradually and extended till girls will learn to sew, cook, and do housework. He thought the teachers could so study that in a year or two they would master the principles so thoroughly that they could inculcate these theories on their pupils. His speech was a strong plea for technical education, and found a ready lodging in the minds of the teachers who heard them. Something should be done to teach men and women something of the hygienic conditions in which they live to enable them to live and bring up their families in accordance with the laws of health. He dwelt on the importance of temperance teaching in schools as being the true way of inculcating sound principles. Teachers took an interest and pride in a work that to him was disagreeable, and the country owes them thanks for it. He closed in dwelling on the importance of Conventions and the advantage gained from their meetings.

The Rev. Mr. Rexford, having been prevailed upon to address the Convention, proceeded to recount some of his early experience in connection with educational work in and about Waterloo, and the steps that had been taken in the direction of a wider education. Within the last year the educational regulations had been codified and revised. Hitherto they had been working by piecemeal; now they can point to regulations by which the system is governed, and have many principles which, if lived up to, would produce results equal to any. He directed the attention of those interested to the revised school law and its value to school commissioners. There still remained the practical working out of the law, especially the course of study; formerly the schools worked according to the views of their respective teachers, and now there is a natural and regular road leading from the A B C of the elementary school to the graduating class of the university, and the pupil finds himself at the end of the different courses with a well-balanced education. There was an alternative course in the academy in classics, science and mathematics, and a certain allowance is made for difference in ages; in one case the average age was 23, in another 15. The course of study was all right; it is the application of it that may be wrong, and it was here the whole difficulty arose. The Government allows a grant according to the number of pupils in the higher

grade, and there is a natural tendency to force children into work they are not fit for, and if the grant is not so large one year as another, the teacher is blamed. He should let the grant take care of itself, and ground the pupils thoroughly as far as they go. Some people have so little self-respect that they give one person the whole risk of schooling their children, and he is forced to gather in all the pupils he can, and force them into classes too high for them. He stated emphatically that in future where this occurred, no grant would be given. In reference to optional courses, he thought a man who took a classical course was better fitted for a science or professional course than one who studied science solely, and in this he was supported by the experience of the German schools.

On the second day of the Convention, after the usual routine of business had been attended to, the Convention divided into two sections. The section of Academy and Model School section was opened with a lecture and lesson by Mr. Thompson, of the Montreal High School. He directed the attention to three aspects of the case: Why should drawing be taught; what should be taught, and how is it to be managed in the school curriculum. He gave some striking illustrations of these three points, and held that drawing develops the perceptive qualities of the mind; it trains the eye and gives one a better use of the hands, it cultivates good taste and a love of the beautiful; it is an auxiliary language for the teacher, and is the language of the industrial arts. Drawing is not an accomplishment; it requires no special talent any more than handwriting. Drawing may be resolved into three main factors: construction, or drawing in industrial occupation by diagrams and sketches; representation, or giving an idea of objects; and decoration, as applied to adornment. and underlying all these is geometrical drawing. The speaker then, by means of models and colored chalks, illustrated very cleverly these three forms of drawing, by instances of side and front elevation, plan and section, pictorial, perspective, geometric, conventional and historic drawing. For women there are large fields opening up, in engraving, lithography, wood carving, and even drawing plans in ship-yards, as seen in Glasgow. Drawing should be taught in every school, and by the regular teacher. The utmost pains in leading the pupil to cultivate the power of observation, and to gain ideas by

his own experience, should be used, and the constant use of models to give an accurate idea of form, should be insisted on. Correct position, free movements, and drawing from dictation and memory, should lead up to original design. He drew a cube as a groundwork, and with the chalk showed how, with this as a framework, houses, chairs and tents could be drawn.

A very interesting discussion took place after the instructive address of Mr. Thompson, in which Mr. Gilman, Mr. Jackson, the Rev. Mr. Rexford and Dr. Harper took part; such lessons and expositions are of the greatest service to teachers in improving their methods of imparting instruction, and Mr. Thompson was greeted with applause when he closed the discussion.

The second discussion on Examination and Examination Papers was opened by Mr. Wardrope, and followed up by Dr. Kelley. They seemed to be of the same opinion in regard to the difficulty of some of the examination papers set at the late examinations, though their position was attacked by Mr. Arthy in a few common-sense remarks, in which he showed how easy it was for teachers to criticize examination papers, and how difficult it was for examiners to satisfy all. The attempt to show that the Model School papers were more difficult than the A. A. papers, was not so successful as might have been expected, in view of the warmth of the statements made at an early part of the discussion. The discussion, however, will be of some service in the future, when the examiners make up their programme for the coming year.

In the Elementary Section, a lesson was given by Dr. Kelley in Geography, while Miss Balley gave some exceedingly practical illustrations of what a lesson in Grammar should be. The next item was a model lesson on Elementary Drawing by Mrs. Simister, of the High School, Montreal. The lesson was an exceedingly practical one, illustrated by numerous sketches on the blackboard. The details of the important preliminary part, the elementary work, was discussed, and the underlying principles of ornamentation in decoration illustrated.

In the afternoon of Friday the report of the Nomination Committee was taken up for discussion, when the elections took place of the following officers for the ensuing year:—President, Dr. Robins, Montreal; 1st vice-president, George L. Masten, Coaticook; 2nd vice-president, Dr. Kelley, Montreal; 3rd vice-presi-

dent, A. T. Young, Quebec; *ex-officio*—Dr. Harper, president Quebec association; W. A. Kneeland, M.A., president Montreal association; J. W. McOuat, B.A., Lachute association; corresponding-secretary, E. W. Arthy; recording-secretary, Mr. Jackson; treasurer, C. A. Humphrey; councillors—Mr. Parmalee, Montreal; Inspector McGregor, Huntingdon; Mr. Hewton, St. Johns; Mr. Curtis, Montreal; Inspector Hubbard, Sherbrooke; Miss Wilson, Sherbrooke; Miss Peebles, Montreal; Miss Rix, Farnham; Miss Baker, Ladies' Dunham College; Messrs. Silver, Waterloo; Giiman, Three Rivers; Truell, Dunham; McArthur, Granby; and Patterson, Montreal.

Among other items of interest, the following telegram was received during the day: "The Vermont State Teachers' Association, in session at Newport, sends cordial greetings to the association of Protestant teachers. We rejoice in your marked prosperity, and wish you a prosperous session." The secretary was instructed to reciprocate.

According to the programme prepared by the Council, the next item was a discussion on Normal Schools and Non-professional Work, opened and illustrated by Mr. McOuat, B.A., Lachute. He divided the subject under three heads—the manner of preparing teachers, why they are thus prepared, and suggestions as to how they should be prepared—and took up each in detail. The discussion on the subject was opened by Mr. Hewton. He held that the academies were drained of their best material by Normal School scholarships, and too much work imposed on the teachers, who should give all their time to professional teaching. Dr. Robins assured the meeting that the Normal School should be something more than a place for professional teaching; it must be a means of literary culture, or else students will not rise above the level of their previous school, and at one time it was impossible to gain an elementary education outside of the Normal School. He explained the present working of the institution, and the position occupied by it in the province, and in reply to questions he cleared up many of the difficulties that teachers had met with. Mr. Rexford said that the right relation of the Normal School to the common schools was a question exciting many opinions in Europe. A Normal teacher preferred taking a student over the ground and showing him how to teach

instead of lecturing to him. Academic work is not an accident ; it is a vital point in Normal teaching. In Germany the students enter schools thoroughly qualified in literary work, yet they are carried over the whole ground to fit them for professional work ; in 1884 a committee of experts in the United States bore similar testimony.

A discussion on the relationship between the colleges and the Protestant Committee was opened by Dr. Kelley, who was prepared to move a resolution to the following effect :—"That the subject of the representation of the Provincial Association of Protestant Teachers of the Protestant Committee of the Council of Public Instruction be referred for consideration to a committee consisting of the President, Mr. Kneeland, the mover and the seconder of the resolution, with power to add to their number, with instructions to take any action that may be desirable as early as convenient."

The discussion was continued by Mr. Arthy, Mr. Hewton, Archdeacon Lindsay, Dr. Johnston, Mr. Bannister, and Dr. Robins.

The motion was carried.

The final session opened at eight o'clock, the hall being crowded to its full capacity. The programme of the entertainment provided by the Executive Committee consisted of music and readings, the orchestra, Prof. Andrews and Mrs. Chambers of Montreal. Dr. Johnston, the Vice-Principal of McGill University, was the first speaker. He recounted the benefits and pleasure he derived from his visit, and told of the strong bond existing between the university and the schools. On the question of technical education, he thought if Canada was to remain a manufacturing country some form of technical education must be introduced. It must not be called education, for then it would be beyond the reach of the Dominion Government which has caused its need by the development of the country's industries. It is questionable how far the system can be grafted on the existing one—none of the high school classes can be done away with, nor can the standard be lowered. He gave it as the result of his experience, that men who have had a classical course excel science men on their own ground ; this was also the experience of Sir William Dawson, and the same thing has been

found in Germany. He hoped, in time, that an Arts course would be made an essential to entering a professional school, and that a body of teachers would spring up who would make it a professional occupation. He encouraged the teachers in their object to raise the standard, to increase their own salaries, and advance personal culture.

Dr. Robins followed, and dwelt on the value of the work teachers are doing; it was as important to guide the opening mind as to point out to men the divine within and around them. Education is not the heritage of the few; feebly the light was spread among the classes, fearfully and timidly, for fear of removing people out of their sphere. The first stage was to make children remember, and after a long time it was seen that they must be made to understand; then these two were combined, and now a fourth sphere is opened up—to teach children to construct, to do. The tone now is in favor of children to use their hands, and the final stage is to teach them not only to remember, understand and construct what men have done, but to be themselves originators, bringing universal comfort. The work done now for education is as nothing compared with what will be done in the future. The common schools educate children away from the use of their hands, but only this week he had given out plans for a workshop in which manual training would be given to children. They do not mean to transcend the bounds of learning; they merely mean to add something to the general education. The intellectual sense is the hand by which we are brought into relation with the eternal world. This is the cause of man's supremacy, and the education, if the hand is an educating of the mind, a moral process. Further the thing is practical, and even if there were no way they must make a way; it has been done in Cambridge, at Worcester, at St. Louis and other American towns. In Toledo such an attempt was made and it met with the wildest enthusiasm, the school improved and the work grew to surprising dimensions with all facilities for working in wood and iron. In France this system is carried out in its entirety, and is the basis of their system at a cost of over \$6,000,000. The system would do away with corporal punishment, and children would no longer creep unwillingly to school, but gather in happy crowds the true riches of a country.

Ven. Archdeacon Lindsay concluded the speech-making part of the Convention. He recalled his earliest experience in the cause of education, when no prophet could have foretold the great things that have come to pass. He often wondered how people could allow their schools to have such poor surroundings, and leave their educators to endure unpleasantness. A responsibility lay upon the people, and upon the teachers, to make the best of the means that had been placed in their hands; teachers had a dignity that should be supported; the district school was a factor in the country's history; it is there the people place their foot on the first rung of the ladder that leads upward; there should be no distinction between small and great, there should be a thrill of sympathy extending upward from the most obscure school to the greatest university. Comparing one system with another he thought that of Quebec would bear favorable comparison with any in existence. In England they had wealth and endowment, and the people of Canada needed to give like care to their institutions and build them up step by step. Their men of wealth should go and do likewise and bring up after them a generation that would call them blessed. The town of Waterloo would long remember the meeting of the Convention, and its good results will long remain. His speech was a fine earnest plea for a higher status of education and a better position for the teachers, financially and socially; the influence of the teacher is illimitable; he is building up our fair country, and when Canada takes its place among nations it will need great men, and these men have the origin of their greatness in the district schools. He felt he should publicly reciprocate the expressions that came from the Convention, and assure the teachers of the lasting benefits they had conferred.

We shall take an opportunity to publish the various resolutions passed at the Convention, so that our readers may have them for reference. On account of the length of our report we have been obliged to hold over the usual Editorial Comments for the month.

Current Events.

—Previous to the Convention, the Local Association of Teachers of the City of Quebec held two meetings to consider the programme for the winter. A committee was appointed to take the matter into consideration, and from the discussions during the evening there is every prospect of good work being done. It was also decided that an invitation be extended to the Provincial Association of Teachers to hold their next Annual Convention in the "Ancient Capital," if it was possible to hold such during the summer holidays. The School Commissioners seconded this proposition by offering to cooperate with the teachers in extending the hospitality of the city to them.

—"The address that pleased the seniors most was undoubtedly that of Dr. Fitch," so says the *New England Journal of Education* in its account of the first meeting of the Interprovincial Institute, held at St. John, N.B., in July last. Those who heard Dr. Fitch's well-known lectures at Cambridge, addressed to large audiences, which steadily increased to the end of the course, will readily believe this. There are few English lecturers on education who could please an audience in the United States, where the art of speaking is cultivated much more assiduously than with us." It is thus that the *London Journal of Education* speaks of the educationist who is now so well known to us on this side of the Atlantic.

—There is great rejoicing at Melbourne in connection with a large surplus in the revenue, and education is likely to benefit by the overflowing exchequer. Liberal grants will be made to the Melbourne University and to the Melbourne Public Library, Museum, and National Gallery. The buildings in connection with both these public institutions are yet far from being complete, and must be carried on to completion from time to time; but when prosperity shines on the colony, as at present, greater liberality is granted ungrudgingly by politicians of every side. Hence the treasurer is emboldened to propose a special vote for a sum of £14,000, in aid of building the biological, chemical, and mechanical laboratories at the Melbourne University. This is

altogether apart from the annual grant given to that institution. The sum voted towards the erection of the Public Library and Museums is £15,000. A large sum is to be set apart also for the erection of an Agricultural College.

—The first regular meeting of the Teachers' Association in connection with the McGill Normal School, was held in the Normal School Hall on Tuesday, October 2nd, at eight o'clock P.M. Mr. A. W. Kneeland, the President, occupied the chair. The meeting was commenced with prayer. After the adoption of the minutes, Miss Lily Craig contributed a piano solo. The plan of the year's work was submitted by the Council. It will consist of debates and discussion on methods of teaching and school matters generally, interspersed by lectures — the meetings for the former to be held in the afternoon, the latter to be delivered in the evening. The election of Rev. E. M. Taylor, Mr. Smilie, and Mr. C. A. Jackson as members of the Association, was followed by a song from Miss Osgoode and a piano solo by Miss Myers. The President's address was then given by Mr. Kneeland on the training of a child by the teacher, in relation to his mind, body, morals and manners. A song by Miss N. Craig closed the programme for the evening. The President gave notice of the next meeting, to be held the second Tuesday in November; subject, "Home Work." And in a few remarks tendered the thanks of the Association to those who had contributed so ably to the enjoyment of the evening.

—The first step has been taken by the University of Oxford towards a change which has long been certain. The Congregation has passed, without opposition, the preamble of a statute which will admit women to compete for honors in the final classical examination. Female candidates will not be present in the room in which male candidates assemble. They will have the same questions set them, and the same time to answer them in. According to their work, they will be arranged in classes exactly corresponding to the classes of their male contemporaries.

—San Francisco Sabbath breakers received a sharp rebuke at the hands of the National Education Association, which held its convention recently in that city. The Sightseers' Club, a local organization, had prepared an excursion on Sabbath to the top of Mount Tamalpais for the benefit of the Association. They were on hand—both ladies and gentlemen—at the wharf on the Lord's

Day morning, to escort their guests on the proposed outing; when lo! not one of the expected guests put in an appearance. Well done, teachers!—*Presbyterian Review*.

—A few years ago a well-dressed, fine-looking stranger called on Prof. Packard, of Bowdoin College, and asked permission to look over the college buildings. The Professor courteously showed him all about the institution, and when the stranger went away he left his card, on which was the name Henry Winkley. A short time afterwards the college received Mr. Winkley's check for \$40,000 with which to found a professorship of Latin, and now upon his death the college receives \$20,000 more.

—President Eliot well says that "it is not work which causes over-pressure, so much as lack of interest and conscious progress." Children like to work hard. Notice two healthy boys at play. From early morning until late at night they are never idle. Several years ago two such boys worked very hard for several days in order to set a large stone, on the top of a hill, rolling and crashing its way down to the base. They delighted in the labour, and rejoiced exceedingly over their success. It is true, as President Eliot says, that "one problem in arithmetic which he cannot solve, will try a child more than ten which he can solve." Yes, and discourage him, too. There are many nervous children who will be goaded on to almost the verge of mild insanity over a failure to do what others in the class can easily do. We believe that many a nervous child has been rendered unfit for sustained employment by the badgering, and scolding, and snubbing he received in the school-room on account of want of ability to do the work of the class in which he was placed.

—On the 1st of this month the Prussian elementary schools will be free schools. It was one of the last acts which the late emperor signed. The collection of school fees has ceased in Prussia in the elementary schools. In order to relieve the heavy burdens which this will entail upon some communes, the State will grant the following subsidies: For each head master or teacher at the head of a school, 400 marks; for each second master, 200; for each female head teacher, 150; and for each assistant teacher, male or female, 100 marks. If these subsidies do not make up for the loss of the old school fees, they may be con-

tinued provisionally by special permission. They may also be collected from children attending schools not situated in the district of their domicile.

—Elementary instruction is not compulsory in Holland. When the present code was drafted in 1857, compulsion was looked upon as an odious tyranny which could not be submitted to by a free people. But of late years the non-attendance has assumed such proportions, especially among the children of the agricultural and canal populations, that the subject has been the principal one for discussion at the last general meeting of elementary teachers, held in August at Amersfoort. The following resolution was agreed to with acclamation:—"This meeting being convinced that the evil of non-attendance can only be remedied by making instruction compulsory, recommends that every effort towards this end be strongly supported." The Moderate-Liberal ministry, presided over by Heemskerk, has given place to an anti-Liberal one, in which Baron Mackay holds the portfolio of public instruction.

Practical Hints and Examination Papers.

There is something practical in the following paragraphs from a principal's note-book, taken from the *Educational News* :—

—We have tried several kinds of cravon, the common and several so-called dustless varieties, and find none so satisfactory to us as the common. By cleaning the erasers and "chalk-trough" two or three times a day, a short task, we have but little annoyance from dust. We did have some dust when we let fifteen or twenty pupils erase at one time, but we do not do that now.

—To let down the windows at the top is almost as bad as to raise them at the bottom. The cold air drops down on the pupils sitting near them. A much better plan has been in use in our rooms the last year. We had our janitor fasten some boards ten inches wide on the sill inside the windows at an angle of thirty degrees from the perpendicular. The windows were on opposite sides of the rooms. When we wanted to supply fresh air we raised the window sash on each side of the room until they were about as high as the top of the board. The fresh air rushing in from the windward side and following the angle of the board is thrown toward the ceiling, and is distributed over the whole room, while at the opening on

the opposite side there is afforded an escape for the impure air. This is a device for ventilation that is practicable in all our school-houses, requiring only a saw, a board, a few nails, and a little gumption.

—We have found a rule, requiring all written tasks, as spelling exercises and examination papers, to be done in ink, to result in a great improvement in penmanship. When we permitted such to be prepared with lead pencils, the result was a lead pencil movement, a something that made pen writing difficult. After using a pen in all work for a few months, the pupil prefers it to the pencil.

—The "Quiet Study" period is the most valuable of the day. In it there is concentration of attention to the preparation of the lesson. When thus surrounded by numbers, the pupil is alone with himself, and powers of the mind obey their own suggestions in exploring new channels of thought. If any of the daily programme must go, any other part can better go than this. It should be selected in the best working part of the day, and be jealously guarded from intrusion.

—It is written of Voltaire that when, in his painful effort to learn English, he discovered that the letters a-g-u-e spelt "agiu," a word of two syllables, but if you increase the length by adding two more letters, and so got p-l-a-g-u-e, the word became one syllable, and was pronounced "pleg," he threw the book across the room, fairly danced in rage, and wished in his own bitter way that one-half of the English nation might have the "ague" and the other half the "plague."

—A little boy at a village school had written the word "psalm" in his copy-book, and accidentally blotted out initial *p* with his sleeve. His little sister sitting at his side burst into tears over his disaster, but the spelling reformer defiantly exclaimed: "What if I did leave him out? He didn't spell nothing, and what is the good of him?"

—A scientific gentleman travelling through a portion of Pennsylvania, met with a farmer who, in erecting a building, was drawing his lime for the masonry from the nearest lime kiln fifty miles distant. "Why do you not burn your own lime?" inquired the gentleman, "from the stone scattered over your fields?" "Because we have no limestone here," and the man was greatly surprised when assured that he had plenty of limestone on his own land; to prove which it was tested with strong vinegar, the only acid at hand, the effervescence with which afforded the proof. Cutting or scattering it with the knife, showed that it was not sandstone. A piece placed in the fire half an hour gave white lime. The readiest mode of detection generally is nitric or muriatic acid, causing violent effervescence.

—To find the Golden Number:

The Golden Number, or prime, is a revolution of nineteen years, in which space of time the moon returns to make the same aspects with the sun, on the same day of the month (most commonly) that they were nine-

teen years before; by this we find the Epact, and consequently whatever thereon depends.

Rule.—To the year of our Lord add 1 and divide by 19, the remainder is the Golden Number; but if nothing remains, then 19 is the Golden Number.

NOTE.—The Golden Number was 1 when Christ was born.

E. G.—What is the Golden Number for the year of our Lord 1778.

$$\begin{array}{r}
 1778 \\
 \underline{\quad 1} \\
 19 \overline{) 1779} \quad \{ 93 \text{ revolutions.} \\
 \underline{\quad \cdot 69} \\
 \underline{\quad \quad 12} \text{ rem.}
 \end{array}$$

Ans.—12 is Golden Number.

—Take the bones of a chicken's leg, put it into weak acid, take out the mineral matter, and show that it can be tied in a knot. Tell how this is done by explaining about the animal and mineral matter. Burn a bone and show them the result. Tell them that the bone has a close-fitting covering, which may be seen on any fresh bone. Don't forget to speak about the joints, show how they are used; tell, then, about the cranium protecting the brain, the ribs protecting the heart, lungs, etc. In fact, teach all you think they can understand, but do not use any technical terms yet. Make a specialty of the hygiene of the bones, and do not forget to show why it is unhealthful to sit and lean over, what the result will be, show why it is liable to injure a pupil who sits on a seat so high that his feet cannot reach the floor. In short, be earnest and enthusiastic, and you will be surprised to see how interested the children become. In my next paper I shall finish the elementary work. After that I shall take up advanced work in physiology, giving the topics as I use them, and make remarks on what I think is sadly neglected in teaching physiology in our public schools.

WEIGHING THOUGHT.—Starting with the idea that the hand varies sensibly in size with the amount of blood present in it at any moment, Prof. Mosso, the Italian physiologist, has made interesting investigations. In his first experiments the hand was placed in a closed vessel of water, when the change in the circulation produced by the slightest action of the body or brain, the smallest thought or movement, was shown by a rise or fall of the liquid in the narrow neck of the vessel. With a large balance, on which the horizontal human body may be poised, he found that one's thoughts may be literally weighed, and that even dreams, or the effect of a slight sound during slumber, turn the blood to the brain sufficiently to sink the balance at the head. The changing pulse even told him when a professional friend was reading Italian and when Greek, the greater effort for the latter duly affecting the blood-flow.—*The School Guardian.*

Books Received and Reviewed.

Among our many exchanges none receives from us a heartier welcome than the *Educational Monthly*, printed and published in Toronto, and edited by Principal MacMurchie. It is always fresh-laden with that maturity of thought which cannot but elevate the tone of our teachers' walk and conversation. The *Teachers' Institute*, published by E. P. Kellogg & Co., Clinton Place, New York, we have no hesitation in recommending to every teacher as one of the best compendiums of practical hints; it is replete every month with new and improved methods of imparting instruction. We have often been asked to recommend a paper that gives a compendium of the world's news for school-room use; such a paper is to be found in the *School Herald*, published semi-monthly by W. J. Chase, Washington street, Chicago. The *Journal of Education*, published in London, England, has been received; the Messrs. D. C. Heath & Co., Boston, are the American agents of this excellent periodical. Our next-door neighbor, *L'Enseignement Primaire*, continues to prosper under the matured experience of M. J. B. Cloutier, of the Laval Normal School. *Night and Day* tells us once a month of the philanthropies of Dr. T. J. Barnardo. The *Phrenological Journal* continues to be the history of current mental science and physical and social progress: Fowler & Wells, publishers, Broadway, New York. *Literature*, published by John B. Alden, New York, contains this month a sketch of Ralph Waldo Emerson. The *Coin Collectors' Journal* is issued by the Scott Stamp and Coin Co., Broadway, New York. The *Open Court* is a welcome guest every week; it is a journal devoted to the work of conciliating Religion with Science, published in Chicago. *Treasure Trove* grows more and more popular every day with the young folks. *Imperial Federation* has several excellent articles this week, and deals largely with Canadian public opinion.

THE ELEMENTS OF EUCLID, by Horace Deighton, M.A., Head Master of Harrison College, Barbadoes, and published by George Bell & Sons, London. This is a text-book which will be of great service to the teacher, with its many corollaries, riders, deductions, and easy elucidations. As we have said before, Euclid has stood a test which no other text-book has stood; and Mr. Deighton has not been carried away with any idea of superseding it by something of his own invention, as has been the case in many of the advanced schools of the neighboring republic. The *Definitions of Euclid*, issued by the same publishers, and written and arranged by R. Webb, M.A., of Leeds Grammar School, will be of great use to the teacher as he prepares a class for the study of the problems and theorems of the regula. † x†. The latter book forms indeed an excellent introduction to the former.

THE SUPPLIANT WOMEN OF EURIPIDES, edited by F. A. Paley, M.A., LL.D., and published by Messrs. Doughton, Bell & Co., Cambridge, England. There is no need for us to say that Dr. Paley has done his work well as an editor. Every teacher knows his editions, and the help, which is not mere prompting, that is to be found from his clearly-expressed hints and concise notes. The play, which Dr. Paley has seen through the press, is not as well known as some of the others of Euripides, although by many Greek scholars it is considered to be the best. Indeed, no school edition of the play exists, as far as we know, but the one which has just been issued from the Cambridge press.

LABORATORY MANUAL OF GENERAL CHEMISTRY, by R. P. Williams, A.M., of the English High School, Boston, and published by Messrs. Ginn and Company, Boston. This book, as its name implies, has been compiled for the benefit of students who are being trained to know something of chemistry from their own experience. The book includes directions for performing experiments in general chemistry and metal analysis, with blanks and a model for the same, laboratory rules and suggestions, and tables of elements, compounds, solutions, apparatus, and chemicals. The book has been prepared as a companion to any text-book on Chemistry, and as such we would recommend it to our high schools and colleges.

A LATIN READER for the Lower Forms in Schools, by H. J. Hardy, M.A., of Winchester College, and published by the Messrs. MacMillan, London and New York. This is a praiseworthy attempt to interest the pupil in the subject matter. The stories selected are all of the most interesting character, many of them being taken from Eutropius. The appendix, notes, and vocabularies are all that a teacher could well desire.

STORIES AND LEGENDS, a First Greek Reader, by F. H. Colson, M.A., of Bradford Grammar School, and published by the MacMillans. The compiler of this reader maintains that some of the Greek Readers in use are not really Greek; and this compilation of his is an attempt to steer between the old and the new, and to simplify and adapt the Greek stories, which interest boys, to the form of ordinary Attic Greek. The desire of the author has been to provide a book which, as an introduction to Xenophon and Thucydides, may give boys some knowledge of Greek personages and Greek life.

TEACHERS' MANUALS, published by Messrs. Kellogg & Co., New York and Chicago. These, which every progressive teacher ought to have, include *Unconscious Tuition*, by the Rev. Dr. Huntingdon, Bishop of New York; *How to Keep Order*, by James L. Hughes; *How to Train the Memory*, by the Rev. R. H. Quick; and *Frebel's Kindergarten Gifts*, by Heinrich Hoffman. This brings the Series to No. 10. They are published in paper covers, but may be collected and bound afterwards. Such enterprise deserves encouragement.

THE CANADIAN MUSIC COURSE, by Alexander T. Cringan, of the Tonic Sol Fa College, London, and now of Toronto; and published by the Canada Publishing Company. As may be seen from the advertisement elsewhere, this series has now been completed, and we again congratulate its appearance.

THE CHILD'S SONG BOOK, by Mary H. Howliston. Oakland School, Chicago, and published by A. S. Barnes & Co., New York and Chicago. This is a pretty little book, full of rhymes and child songs, which cannot but delight the heart- of the little ones into whose hands it may fall.

A QUIZ MANUAL of the Theory and Practice of Teaching, by Albert P. Southwick, A. M., and published by Messrs. Kellogg & Co., New York. To any one preparing for an examination in professional subjects, as the teacher calls them, no better book could be found than this for the process of memorizing.

TREASURE-TROVE, which is a beautifully illustrated 36-page magazine published monthly for young people, at one dollar per annum, or ten cents a copy, offers 75 prizes for the best stories composed by writers not more than 18 years of age. Such encouragement to our young composers should send them at once to the publishers, the Messrs. Kellogg, of New York, 25 Clinton Place.

Official Department.

The School Law.—A number of important amendments to the school law of the Province were adopted at the last session of the Legislature: these amendments form chapter 36 of the statutes of last session, which have just been issued. These amendments are now being incorporated by the Codification Commission in the Revised Statutes of the Province. The whole school law of the Province, in a complete and convenient form, will be available as soon as the Revised Statutes of the Province are issued. A School Code is in preparation, containing: (1) the School Laws; (2) important legal decisions upon points of the school law; (3) the Regulations of the Protestant Committee; and (4) the Regulations of the Roman Catholic Committee; and provision was made in the estimates of last session to distribute a copy of the School Code to each school commissioner and trustee of the Province. It is expected that this School Code will be ready before the end of the year. The following is a summary of the most important amendments adopted at last session:—

1. Definitions of the following terms: Teacher, school municipality, school corporation, rate-payer, valuator, guardian, auditor, audit, school duties, taxable property, absent, school year, month. (The term "month" means a calendar month.)

2. Public notices for school purposes must be posted up at two different places named by the school corporation, or at a church, and one other place of public resort. In either case a notice must be placed near the Roman Catholic Church, if there is one in the municipality. All public notices for meetings or otherwise must be given seven clear days before the meeting.
3. The Roman Catholic and Protestant Committee can fix the school holidays and the course of study.
4. The Lieutenant-Governor in Council may, upon the recommendation of the Roman Catholic or Protestant Committee constitute a Central Board of Examiners, consisting of five members and a secretary, to replace the present Boards of Examiners for teachers' diplomas.
5. Before a new school municipality can be erected, or the limits of a municipality can be changed, notice of the same must be given in two local newspapers, one French and one English.
6. In case a new municipality is erected, the rate-payers proceed to the election of five school commissioners during the month following the date of erection of the municipality.
7. During the month following the notice of dissent, the dissentients elect their three trustees according to the provisions for elections. The notice of dissent is to be signed in triplicate—one for commissioners, one for trustees, and one for the Superintendent. In case of a newly-erected municipality, if the notice of dissent is given within one month after the organization of the school corporation, the dissentients are not liable for any taxes imposed by the school commissioners.
8. Where dissentient corporations are united to other municipalities for school purposes, the same rate of taxes must be levied in both municipalities.
9. The religious minority of a township or parish may dissent and unite in supporting a dissentient school, although the township or parish is broken up into several school municipalities.
10. A school commissioner or trustee cannot be a contractor for any work for any school corporation of which he is a member.
11. Teachers are to be engaged by resolution of the school corporation and by written contract, and for the term of a school year.
12. School commissioners and trustees are to provide that the course of study authorized by the Roman Catholic or Protestant Committee, as the case may be, shall be followed in each school.
13. The Protestant Committee has the power to prescribe text-books in all subjects, those referring to religion and morals included, for the use of Protestant pupils.

14. A township municipality may unite with a village municipality in supporting a superior school, and two or more municipalities of a county may unite in forming a county academy, and tax themselves for the support of the same.
15. The school fees of superior schools belong to the teacher, unless a different agreement has been made between the school corporation and the teacher.
16. The clauses of the municipal code concerning secretary-treasurers are modified, and adopted for secretary-treasurers of school commissioners.
17. The accounts of secretary-treasurers must be audited each year and submitted to a meeting of the rate-payers, or published in a local journal.
18. Taxes are to be imposed between the first of July and the first of September each year.
19. The school funds of a municipality may be divided among the districts of a municipality according to the number of children of school age, or they may form a common fund, out of which the necessary expenses of each district are paid.
20. Arrears of school taxes are prescribed by three years.
21. Any person who voluntarily disturbs a school is subject to a fine.
22. The census returns are, for the future, to be entered in the January report of the secretary-treasurer, instead of forming a separate report.

REPORT OF THE UNIVERSITY EXAMINERS

ON THE EXAMINATION FOR

ASSOCIATE IN ARTS AND SCHOOL CERTIFICATES, JUNE, 1888.

The Examinations held this year may fairly be considered a better test of the system under which they are now conducted than were those of last year, for the extension of their range to include all the academies seems to have given the latter a more comprehensive view of the scope and limits of the examination, and to have found them better prepared to meet the demands of the new regulations. The reports of the different examiners upon each subject show a general tendency towards improvement, both in the quality of the papers sent in and in the amount of answering done by the candidates. As regards numbers, the increase is considerable. There were this year 141 *boni fide*

candidates, as against 107 last year. It will also be seen from the accompanying conspectus of results, that candidates were sent from twenty-four schools and academies, as compared with fourteen last year.

As regards the unusually large proportion of failures among the candidates, it is to be said in favor of many of them that they had, to all appearances, been unequally prepared, a too great part of their time having been given to the study of some one group of subjects instead of being evenly distributed over all the branches of their examination. It may be urged, furthermore, that a judicious rigour in examination will go far towards raising the general standard of education in this province.

The following special reports on the different subjects of the examination are not complete, inasmuch as no report on the English subjects examined at Lennoxville has as yet been received.

CLASSICS.

The examiners are glad to note a clear improvement upon previous years. The best papers in both Latin and Greek were sent in by boys of the High School, Montreal; the second best from the same school and from St. Francis College School. Special mention for good general work is due to the schools in Sutton, Lachute, the Girls' High School, Montreal, and Lincoln College, Sorel; the two latter particularly in Latin. The academies are evidently raising their standard of work, and the increase in the number of candidates is very encouraging, though there is still room for improvement in both respects.

The translations were in some cases very slipshod; grammatical accuracy still leaves something to be desired, and in some schools there is much haziness about the distinction of tenses in Greek—aorists and imperfects being hopelessly confused with each other. Again, some candidates use technical terms without thoroughly understanding their meaning, and the result is at times great misapplication. Nevertheless, in the opinion of the examiners, it is an undoubted fact that there is a perceptible advance in higher education, and that there is ground for substantial hope in the future.

FRENCH.

The examinations in French show no great change upon those of last year. Some improvement has taken place in the knowledge of the verbs, but upon other grammatical points much weak answering was done. The past participles, and the retranslation from English into French were failures. There is a general opinion, both with the public and among teachers, that grammatical study of French is comparatively useless, and that practical exercise in the language is the one thing needful. The examiner is pleased to see the amount of attention given to this important question in the province. The discussion resolves itself into a comparison of the relative value of the *practical or natural* as compared with the *scholastic* methods; whether it is better to teach French practically in the first place, and so to proceed to the rules, or to learn the rules and take up practice after these and a good vocabulary have been perfectly acquired. Now, success in the *practical* method depends on the time at disposal, the age of the pupil, and still more on his willingness to place himself as a little child beginning to talk; and from the examiner's thirty-five years' experience in teaching French, it is certain that English youths seldom consent to do this, and without this willingness there can be no progress whatever. By the introduction of a few colloquial phrases, the *natural* method, which is that adopted by some schools in the province, has been tested in this examination with the following result:—

The rendering of English into French was, with five or six exceptions, very bad, verging in many cases upon the absurd, while the rendering of French into English was as a rule almost perfect.

As regards the rest of the examination in dictation, one paper was without mistake; a few contained two or three, and about fifteen were very inferior. In this part the translation into English was generally good, though hardly accurate enough. In a few papers it was excellent, but in several it had little or no meaning. Thirty-seven pupils were examined in Reading at Montreal; one obtained the maximum of ten marks; several had nine, eight, or seven marks; two had only five marks.

GERMAN.

The papers submitted were, almost without exception, carefully and correctly answered, the translation being accurate and the grammatical knowledge exact. It may be remarked, however, that in these, as in most youthful translations, there is too great a tendency towards excessive literalness, which would show a lack of knowledge in the idiomatic equivalence of English and German.

MATHEMATICS.

In the mathematical work the examiners report but little change, as compared with the results of last year. It was then stated that the work of the Montreal High School for Boys was good in nearly all the subjects, and the same may be repeated this year. In the Arithmetic, the Montreal girls were weak; several failures to obtain the A. A. certificate are due to this fact. This weakness was exceptional, for in the Boys' High School, as well as in the country schools, the answering was good, and very few failures were due to Arithmetic alone. The answering in Algebra was almost universally excellent, and in Geometry the neatness and accuracy displayed by the pupils of several of the academies deserve special mention. The examiner in Geometry wishes to place on record his appreciation of the papers sent by the Girls' High School of St. John, N.B. These were certainly most beautiful papers, much more so, indeed, than any others that have ever come under his notice.

DRAWING.

The work in this subject was mediocre. Only two candidates obtained "creditable answering," and there is evidence of complete lack of training in some academies. Many of the rules of the examination, such, for instance, as these directing the candidates to leave in all construction lines, etc., were not attended to, and the omission caused the loss of many marks.

ENGLISH LANGUAGE.

With regard to the papers on English Language, it would be ungenerous to make a single remark except by way of praise.

The subject was only taken by the boys and girls of the Montreal High School, and their answers reflect the highest credit on the teaching of the school. One paper was perfect, another very nearly so.

HISTORY.

A distinct improvement upon last year's answering is noticeable in most of the papers, and many of them are characterized by conciseness, accuracy and neatness. There is, however, an occasional tendency to wander from the question and set down, as part of an answer, statements interesting enough in themselves, but quite irrelevant. The remark applies with special force Ancient and Scripture History, in which the inequality of the candidates becomes very striking. It is but right to say that the pupils of the High School of Montreal, especially the girls, took an average position far above that of other schools. All from this school shewed signs of thorough study and training, with a sense of the relative values of facts not often found, even among older candidates. As regards the academies, it is apparent that although some devote ample time to the study of History, too many of them relegate it to a secondary position in the curriculum; consequently, the candidates fail.

Some of the papers prompt the repetition of a suggestion made last year—that some two or three lessons might be given towards the end of each session to a drilling in the answering of questions, that is to the teaching of the distinction between useful and useless historical information.

GEOGRAPHY.

In the examination upon Elementary Geography, the answers were, on the average, unusually good. There were no failures, and a very large proportion of high percentages. A considerable number obtained 90 per cent. of the marks, and few fell below 50 per cent. In some schools it seemed as though sufficient attention had not been given to the elementary definitions of geography, a deficiency which is apt to confuse all subsequent attainments in the science. This was, perhaps, noticeable chiefly in the inexact language in which the definitions were expressed,

as, for example, when the equator was described as a line running through the *centre* of the earth. In only a few cases, however, was this inexactness observed.

DICTATION.

The results in dictation are very satisfactory, the general average of errors being very low, and the punctuation good. Exceptions occur here and there, but as the candidates who failed in dictation failed in other subjects also, there can be no sign that in any school the subject is overlooked or negligently taught. Some remark must be made, however, as to the reading of the extract prescribed, for it was obvious to the examiner that in several cases mistakes by the candidates were the result of indistinct or slipshod reading on the part of the local examiner. In justice to the candidates, too much care cannot be exercised in the choice of readers for the examination in dictation.

ZOOLOGY.

Only one candidate came forward for examination in this subject, and obtained 68 per cent. of the marks. No general report can therefore be made.

BOTANY.

As regards the number of papers presented, and their general excellence, the Girls' High School, Montreal, may be held as properly occupying the first place. With reference to the causes that operated to reduce the percentages taken, it may be noted that in the two papers from Sherbrooke there was evidence that the candidates did not fully understand the questions chosen, nor did they answer the required number. Failures occurred elsewhere from neglecting to answer a sufficient number of questions. The papers of the Girls' High schools of Montreal and St. John, N.B., and [in a less degree] those from the school of Misses Symmers and Smith, and from the Boys' High School, Montreal, give evidence of care, exactness and correct instruction. All of the papers show a deficiency, more or less marked, in descriptive analysis. In view of the importance of this branch of botanical study, efforts should be made as to drill the pupils that

their analyses and descriptions of plants may be made more fully, exactly, and systematically; all these points [and especially the last] being weak in all the papers submitted.

The examiner would, therefore, suggest the providing of schools with blank forms for the purpose, and the devoting of as much time as possible to the practical examination of plants.

In conclusion, the examiners wish again to express the hope that the present system may continue to serve as a link between the public schools and the universities, and so lead the candidates, whether successful or not at the examination, to strive after the highest educational training afforded in this province.

GENERAL RESULT OF THE EXAMINATION.

	No. of Candidates.	Passed for A. A.	Junior Certificate.
High School, Montreal.....	18	17	0
Girls' High School, Montreal.....	14	9	1
Lincoln College, Sorel.....	1	1	0
Private tuition.....	1	1	0
Misses Symmers & Smith's School..	4	2	0
Bishop's College School.....	3	3	0
St. Francis College School.....	6	3	3
Stanstead Wesleyan College.....	7	1	0
Three Rivers Academy.....	3	2	0
Inverness Academy.....	2	2	0
Dunham Academy.....	1	0	0
Coaticook Academy.....	7	5	0
Clarenceville Academy.....	6	2	1
Compton Ladies' College.....	2	0	2
Shawville Academy.....	6	2	1
High School, St. Johns, Que.....	7	1	1
High School, Quebec.....	12	1	0
Waterloo Academy.....	10	1	3
Huntingdon Academy.....	10	8	2
Lacolle Academy.....	2	0	0
Sherbrooke Academy.....	2	0	1
Lachute Academy.....	9	3	0
Sutton Model School.....	3	3	0
Girls' High School, St. John, N.B...	4	4	0
Cookshire Model School.....	1	0	0
Totals.....	141	71	15

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