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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, 1887. 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 1887 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 2.

FEBRUARY, 1888.

VOL. VIII.

Articles: Original and Selected.

PRACTICAL TEACHING.

BY CHARLES JACKSON, B.A., WATERLOO.

(To be continued.)

The title of this paper may possibly recall to the minds of my hearers that famous definition of Mr. Squeers, when he was initiating Nicholas Nickleby into the method of teaching in vogue at Dotheboys Hall:—

“We go upon the practical mode of teaching, Nickleby; the regular education system. C l e a n, clean, verb active, to make bright, to scour. W i n, win, d e r, der, winder, a casement. When the boy knows this out of book, he goes and does it. It is just the same principle as the use of the globes. . . . B o t, bot, t i n, tin, n e y, ney, bottinney, noun substantive, a knowledge of plants. When he has learned that bottinney means a knowledge of plants, he goes and knows 'em. That's our system, Nickleby: what do you think of it?”

It must be confessed, that in dismissing his boys to clean windows and weed the garden, our co-labourer of notorious memory carried the principle of practical teaching a little too far; but, sir, I am inclined to maintain, that although his practice cannot be defended, there was yet a strong element of truth in his theory. For what is the aim of true teaching? Is it simply to cram the scholar's mind with the contents of certain text-books? Or are we not all agreed, rather, that our object should be to develop his various powers in such way as best to serve him in after-life?

Now, the very facilities for mental acquisition afforded to the pupil by the systematic instruction of schools, tend to lessen the vividness of his apprehension of truths, as compared with the self-taught youth, who gains knowledge by *unaided* energy. Hence, the only amends which the teacher can make, is to render his instruction as practical, and as far removed from mere book-learning, as possible.

Thus, at the outset, practical teaching pre-supposes a practical teacher: that is, one who will have unlimited enthusiasm for his work—who will himself know thoroughly the subjects to be taught, beyond the necessity of having constant recourse to text-books—who will be careful to explain slowly, distinctly and fully each knotty point—who will be able to maintain good order and discipline—and, above all things, who will review untiringly and persistently the work already done.

Given, then, these qualities in the teacher, of enthusiasm, digested knowledge, and plodding tact—how will he proceed to attain his object? Will he not endeavour to fashion his method according to the natural growth of the child's mind? Now, the dawn of intellectual life is in the exercise of the senses. Through these five avenues, the child is constantly receiving individual impressions, which by degrees he mentally generalizes. Hence, in a similar manner, the teacher will attempt to reach the child's mind primarily through the same avenues of sense: working up *from the individual to the general, or from the concrete to the abstract.*

Of late years, this principle has been recognized in the prominence given to object-teaching in primary schools. While seven-year-old Johnny is going through his pretty, childish drill, and is testing his fresh young senses on cubes and spheres, songs and pictures, what five purposes does he unconsciously fulfil? If the object-lessons be properly conducted, I take it, they will accomplish (1) the sharpening of the senses; (2) the acquisition of knowledge; (3) exercise in language; (4) moral training; and (5) the preparation of the pupil for serious learning.

It may be remarked in passing, that the exercise of the senses may occasionally be extended with advantage to upper classes. For example, let pupils be asked to estimate by sight the length of a pen-holder; the dimensions of a window-pane, distances on the floor or on the ground, the weight of objects that can be held in the hand; or to distinguish the difference in pitch, or quality,

of musical sounds. Such exercises are both amusing and useful; and it will be found they afford surprising evidence that the circumstances of daily life do not, of themselves, educate the senses.

I pass on to a second most important element of practical teaching, namely, how to arrest the attention and maintain the interest of the pupils.

In the first place, to secure attention it is quite necessary that the pupil should be on good terms with his teacher. Where there is antagonism, there can be no satisfactory attention. Even though the pupil should attend through fear, yet the feeling of aversion thus excited will be so associated in his mind with the subjects taught, that, far from taking any interest in them, he will seize the first opportunity to throw the whole aside.

Again, to ensure attention, the teacher should keep in view the state of the pupil's mind when the lesson commences. In all probability, the lad is fresh from the play-ground, and his mind is occupied with the sports he has just left. These sports will continue to occupy his mind the whole hour, unless the teacher employ suitable means to divert his attention to the lesson. In what, then, do these means consist? The general rule, to put it briefly, is, that the teacher should proceed *from the known to the unknown*; that is, he should start with something that the pupil knows well and feels an interest in, and from that gradually work his way to the new matter which he has to communicate. In this important matter of arousing the attention, it is indeed the teacher's chief encouragement, that young minds have an intense, innate desire to *know*, and a strong craving for new ideas. But one should guard against requiring too long-continued exertion of the attention at first. What is done with flagging interest on the pupil's part, may prove worse than fruitless; for not only will his memory fail to retain the truths then presented, but he will also run the grave risk of acquiring incurable habits of superficiality and listlessness—a state of mind how remote from the true teacher's design to cultivate! Nay, this branch of mental training is complete only when the attention has become obedient to the will; and it must be conceded that such power of continuous attention is, without doubt, the most valuable result of intellectual training.

Editorial Notes and Comments.

When Pestalozzi started his farm at Newhof, he was in no way disheartened when people told him how barren it was. "We will be all the better able to improve it," we think we hear him say, as he afterwards said when starting his first school of fifty poor children. A like reply may not be out of place to those who are ever thinking of the province of Quebec to its disadvantage. But stronger than this must be the reply to the *Religious Intelligencer* of New Brunswick when he declares that the state of education in Quebec is deplorable indeed, and has only one argument to advance in support of such a statement, namely, the low salaries which the teachers of our elementary schools receive. The premise is valid enough. Our teachers are but poorly paid, though the average salary is not as low as the *Intelligencer* says it is. Indeed the average salary of our elementary teachers in the Eastern Townships is but a fraction less than what such teachers get in the outlying districts of New Brunswick and Nova Scotia. And what is greatly to the credit of Quebec, a strong effort is being put forth at the present time to increase the salaries of such teachers,—an effort which, by the way, we fail to see among the people of the Maritime Provinces at the present time. Not long ago the astute Premier of Prince Edward Island supported, with a zeal worthy a better cause, a measure favouring the reduction of teachers' salaries. No public man that we know in this province would think to hinder a project for the improvement of the teacher; and far less would think to favour a scheme of retrenchment involving a decrease of the pittance which those in charge of our children receive. We heartily agree with the *Intelligencer* when it says the salaries of teachers generally are too small. No one doubts it, however our contemporary may lull the desire to increase them in New Brunswick by declaring that the teachers of Quebec are worse off than their *confrères* of the neighbouring provinces. Beyond the Pension Fund for teachers retired from service, and the providing of dwellings for the teachers, we do not intend to enumerate the advantages which our teachers possess over their neighbours, in case some might think, as evidently does the *Intelligencer* of its own province that

the bad is by no means at its worst. Yet an educational system which thus provides for its teachers, can hardly be said to be more deplorable than the New Brunswick system which makes no such provision. In a word, affairs are not so deplorable as the *Intelligencer* thinks. Among the English-speaking communities at least, and even among the French-Canadians, there has been marked progress of late. On the English side, arrangements have been made whereby the Protestant school interests have been unified from the elementary school, through the superior school, to the college and the university. Even without the impetus of the free-school principle, the country towns and villages have joined energetically in the enterprise of school improvement. Comfortable buildings in more permanent material than the frame school-houses of New Brunswick are being erected for what are called our Model Schools and Academies, and the influence for good is being felt everywhere among the elementary school districts. Few will say that Montreal is behind Halifax or St. John in the matter of schools. The schools of Quebec are graded as are those of Sherbrooke and other centres of population, and when we consider that the whole is crowned with a university and college organization second to none on the continent, we may surely be excused from thinking with the *Intelligencer* that education in our province is in a deplorable condition. If we only have faith in ourselves and our work, we may yet lead others to think well of our efforts in the cause of elementary education, just as they have been forced to think well of our institutions for the higher education.

—The favour with which Volapuk, the New International Language has been received in certain quarters, is the favour which novelty generally commands. It is another evidence of the spirit that makes for speed in our times. Time is money, saith the seer of commerce, and none dare contradict the euphemism in these short-hand writing and epigrammatic times. In speaking of this new tongue which can express in six words an idea which requires fourteen in English, an exchange says:—"There have been efforts to introduce a tongue which could be universally used in diplomacy, commerce and social life, but they were unsuccessful. In France, Holland, Germany, Denmark and Italy "Volapuk, the World's Speech," or "The Language of the World," has made

considerable progress by means of periodicals which are devoted to it. It is a vowel language and easily learned, and was invented by John Martin Schleyer, a poet and linguist and pastor of a small parish on the German side of Lake Constance. The new language is intended to enable any one to communicate his ideas to another in any part of the globe. It is not designed to supersede English or the other numerous tongues. No vowel language can take precedence of the English, or as it now really is, the American language. That with its hard consonants and few soft vowels is the all-conquering tongue of Christendom and heathendom. Examples of Volapuk are given which show that as a vowelized tongue it would be just the thing for lovers who can not speak the affections of the heart in gutturals. The German would doubtless be set aside for the song-like words of Volapuk. The name is not very musical. It is a word of three syllables having the accent on the last syllable, and that lends a key to the new language, for all of its words are accented on the last syllable, which shows that to be the end. This prevents a jumble of words which makes sentences run into each other as railroad cars telescope. Volapuk is a compound word from *vol*, world, and *puk*, speech, connected with the vowel *a*, and to show its vowel character here are examples: "*Kim esedom peni ?*"—Who has sent the letter? "*Flen esedom omi.*"—A friend has sent it. "*Kima flen esedom omi ?*"—Whose friend has sent it? "*Flen tidela.*"—The teacher's friend. The inventor of the new international tongue may live to see it used by hundreds of thousands of persons who emigrate to foreign lands. It is already spoken and written by a considerable number of people in Germany, and as its introduction into the United States is now to be made it will soon be seen whether it will live or die."

—It is pitiful to witness the discussion going on in the newspapers over the existence or non-existence of a Canadian Literature, and the grumbling which some of our *litterateurs* frequently indulge in over the neglect they experience from the Canadian public. Only those who fail to read the books written by authors of Canadian origin can ignore the flavour of Canadian life and character which is often to be found in such. But the existence of such a flavour, so sweetly expressed at times by our Martins and Mairs and Robertses, does not necessarily give promise of a

literature which shall be purely local in its thought and form of expression. It is sufficient for us to know that there is to be seen among us, young as we are as a community, the true literary spirit maturing as the years go by. It was this literary spirit which the Marquis of Lorne sought to foster when he organized the Royal Society with a section which should have some regard for the development of authorship in our midst: and it is this literary spirit which the people of Canada, from their wealthy guilds to their trade circles, should encourage and support. Literature is not to be classified until it has attained to a full maturity of thought and diction peculiar to itself. We know of no such literature that may yet be called Canadian as distinct from English literature. We have a group of authors, not all Canadian by birth, however, in whom we are bound to recognize the "purer spirit that mounts to fame." Such a group is to be distinguished from the wider circle of a less timid sort of writers, nearly all Canadian born, who consort perhaps a little too often in an atmosphere of reciprocal admiration, and who seem to think that what they write is the Canadian literature on which the future literature in Canada is to be built.

Current Events.

The following certainly deserves the place of honour in our record of events for the month. In the province of Quebec this winter, we have experienced less of the severest of weather than in former years, though we were apt to think differently, when suffering from the cold of the last two weeks of January, forgetting all about the prolonged severity of the last two years. But if we have escaped so well, it has been different with the people of the North-West Territories and the districts in the United States within the neighbourhood of the forty-fifth parallel. The fearful severity of some of the blizzards experienced in the far west, and the sufferings and deaths occasioned by them have already been placed on record by the daily press. The following incident, however, may have escaped some of our readers, and it affords us some gratification to be able to tell it in the words of the heroine herself, Miss Minnie Freeman, teacher of the little

school at Myra, Omaha. It is thus she tells the story:—"The storm came up very suddenly, and struck the school-house just about the time for closing. I knew from indications that it was going to be a regular blizzard, and told the children to wrap up well. While I was attending to them the door blew in and then the windows. I put my cloak on and was wondering what I was going to do. I had made up my mind that the building would not last long. Then I happened to think of a ball of twine I had taken from a little fellow. I began tying the children together, and when I had completed this task I fastened one end of the string round my arm and awaited developments. Very soon the roof of the building blew off, and I said, "Come on, children," and we started. The nearest house was three-quarters of a mile away, and in order to reach it we had to face the storm for about one-third of the distance. I was carrying the smallest child, a little girl, and my talking to the children and urging them to keep up their spirits tired me very much. Well, we got to the house, and beyond a few frost-bitten fingers, noses and ears, we were all in as good condition as when we started." Miss Freeman has had many public acknowledgments since the incident of her heroic conduct became known. Among the many letters she has received from those who had to tell her how much they admire her conduct, it is said there were no less than nine offers of marriage.

—From the old country there have been sent us full reports of the meetings of teachers lately held in Scotland, Ireland, and Wales. The annual congress of the Educational Institute of Scotland was held this year in Dundee, a town which has made rapid progress in her educational institutions during the past few years. Besides the High School, there is now the Harris Academy with accommodation for fourteen hundred pupils, an institution for secondary education and supported by Bailie Harris. Miss Harris has lately followed the example of her father and proposes to give amply from her means for the continuance of a Girls High School. But the crowning success of Dundee in its educational enterprise is the University College which has for its intention the advancement of technical education in Scotland. The teachers met in the rooms of the Y. M. C. A. The president was the Rev. D. McLaren of Larbert, a gentleman who is a host

in himself, at once eloquent and humorous. The various subjects discussed included the vexed question of payment by results, the position of teachers under the Education Act, infant school training, technical education and the training of teachers.

—The Irish Teachers' Congress was held in Dublin in the most widely known building of the city, the Rotunda, and it is gratifying to know that the poor organization of former meetings of this kind has not been perpetuated in the Congress of this year. A pleasant feature at one of the meetings was the warm reception given to representatives from Scotland. Indeed on the platform at the opening, it is said, there was official representation of the rose, the thistle and the shamrock, thus showing how far the teachers of the three countries were willing to work heartily in unison for the common good. Such co-operation in Ireland is in itself a good suggestion to the various Teachers' Conventions of Canada, upon which only our Quebec Association of Teachers has so far taken action.

—At the Conference of Teachers in Wales which took place at Shrewsbury, these are some of the most important of the resolutions passed, which we think may be of interest to ourselves from the suggestions they contain. First, that in any provision for intermediate education in Wales, the interest of girls should be considered equally with those of boys; Second, that the Welsh language should be utilized as a means of elementary, intermediate and higher education; Third, that University College should be utilized in the training of elementary teachers: Fourth, that a graduated system of scholarships should be formed to improve boys and girls through the whole of their course from the elementary schools to the universities; Fifth, that the system of payment by results should not be applied to intermediate schools, and many other resolutions of minor importance.

—Since our last issue, the McGill Normal School Association of Teachers has held two ordinary meetings. At the first of these, held on January the 13th, the curriculum of the Common Schools of Montreal and the High Schools was appointed for discussion. Mr. Arthy, the President, afterwards read a paper on "Shakespeare in Schools," in which he recommended the study of works of the great dramatist on account of their literary and historical value. The incentive given by them to self-education, the morality

taught leading towards the development of the true spirit of freedom. Selections of the play under study were given by Misses Ellicott and Stewart and by Messrs. Curtis, Dixon, Kneeland, Macaulay and Parmalee. At the second meeting, Mr. Arthy, the President, referred to an article in the *Contemporary Review* on the question of payment by results, and to another article on the advancement of Commercial Education in England. The rest of the evening was taken up with the discussion of the subject appointed at the previous meeting.

—The Quebec Local Association of Teachers have been holding several meetings during the winter, though the inclemency of the weather has interfered more than once with the time of meeting. At the former of the last two meetings an excellent programme was arranged and subsequently ordered to be printed. The subject of the "Reading Circle" this winter is Chaucer's *Canterbury Tales*. One of the most interesting of these meetings was one held on Thursday the 9th of February, at which Mr. Arnold of the Quebec High School amended his notes on the poem read at a previous meeting. Each member takes his or her turn at reading a passage of the poem which has been selected at a previous meeting, and is expected to be well prepared to explain the philological peculiarities of the portion specially set apart. The study of Fitch's Lectures on Teaching has also been arranged for, with special attention to chapters on language.

—In the last number of the *Practical Teacher* there is a short sketch of the work accomplished by Mr. James L. Hughes, Inspector of Schools in Toronto. The sketch is accompanied with an excellent likeness of Inspector Hughes and speaks of his work in these terms: "In February, 1867, he was appointed by the Provincial Council of Public Instruction to the position of assistant master in the Toronto model school. He was made principal in 1871, and in May, 1874, was chosen by the public school board of Toronto, to fill the important office of Inspector of Public Schools. The schools were small and there were only 67 teachers employed in them. To-day, the school buildings are among the finest public institutions of the city; they are attended by all classes, and the teachers number 326. The altered condition of affairs is largely due to the energy and the executive ability of Mr. Hughes.

Literature and Historical Notes.

The genesis of state-supported education in Canada may be traced on the statute book to the enactment which led to the founding of the Royal Institution. Between the passing of this, the first Education Act in Canada, and the organization of the Royal Institution, there was a lapse of nearly eighteen years; and hence, before explaining the constitution of the latter, it is necessary to look, for a moment, at the repeated attempts on the part of the legislature to place education, and more particularly primary education, on some basis of state support. As has been said, the opposition of Bishop Hubert to the project for founding a provincial university, in which no denominational interest was to have undue prominence, led to the neglect of the other suggestions of Lord Dorchester's Commission. Even the proposition to establish a free elementary school in each parish, which, as an urgent necessity, must have recommended itself alike to the clergy and laity of the time, failed to weather the storm of the bishop's hostility to the university project. Being but the complement of the latter, it sank out of sight when the bishop and those of his persuasion turned their attention to the founding of a *college classique* of their own. An attempt was made more than once to induce the Crown to give over the revenues accruing from the Jesuits' Estates to the Executive of the colony for the support of education, but the hope which provoked such attempts was far from being strengthened by the reply of the Governor in 1800, when he recommended the people to abstain from making further complaints. The first of these attempts was made in the year after the constitution of the country had been framed, but the incident belongs to the history of the Jesuits' Estates, of which a detailed account has to be given further on.

The picture which we have of the contentment of the people at this time, especially that limned by MacMullen the historian, is perhaps a little overdrawn. That writer says: "At this period all classes of the community were contented. The inhabitants of British origin felt that they had all that they could reasonably expect in a House of Assembly and a Legislative Council; while the population of French descent, in the full enjoyment of their language, their customs, and their religion, lived on in an easy

and good-natured existence which nothing disturbed." Whatever truth there may be in this, it is certain that some of them had at least one grievance. There is no doubt that in the year 1800, when Sir Robert Milnes was called upon to complete the term of Governor-General Prescott, who retired on leave of absence, the country was enjoying a prosperity, which of itself generally brings contentment. The increasing revenues of the country indicated a gratifying progress. But, as need must be, many of the public men of the time, lay and clerical, saw that the country would never assume a settled aspect, until some provision was made for the education of the rising generation. Nor were they silent about the matter. On the platform and in the Legislature, they continued to speak of the necessity, until eventually their voice found strength in the general indignation at the neglect which primary education was receiving at the hands of the government. Indeed at last so urgent was the force of public opinion in favour of doing something, that Sir Robert Milnes in his first speech as Governor, addressed the Assembly in these words: "With great satisfaction I have to inform you, that His Majesty, from his paternal regard for the welfare and prosperity of his subjects of this colony, has been graciously pleased to give directions for the establishing of a competent number of free schools, for the instruction of their children in the first rudiments of useful learning and in the English tongue, and also, as occasion may require, for foundations of a more enlarged and comprehensive nature; and His Majesty has been further pleased to signify his royal intention, that a suitable proportion of the lands of the Crown should be set apart for, and the revenue thereof applied to, such purposes". Nor was the promise without results; for in fulfilment of it, an Education Law was subsequently passed under the title, "An Act for the establishing of Free Schools and the Advancement of Learning in the Province," an enactment in which we have a glimpse of that *free school* principle which has done so much for America in the contest between the new civilization and the old. Strange, is it not, that the principle to which may be traced for the most part the intellectual and social progress of the continent, should have been so far lost sight of by the province wherein it was first suggested?

There is a halo of interest for us lying around this, the first

Education Law of Canada. We are always interested in the beginnings of things, that period of seeming enchantment when mediocrity and the smallest of incidents are lit up for us, as it were, with a streak of true poetic light; and when in the constitution and history of the Royal Institution we find the germ of the after-growth of things good and evil, in the educational arrangements of our own times, we do not grudge the time spent in examining the provisions of the law under which it was organized. According to these provisions the Governor was empowered to erect a corporation to be known as the Royal Institution for the Advancement of Learning, a corporation endowed with all the rights and privileges, connected with the holding of property and the administration of their own affairs, usually pertaining to such bodies. The trust was to have the management and oversight of all schools and other institutions receiving government aid as well as the administration of the revenues arising from the Crown lands set apart for the fostering of education. The trustees were to be the nominees of the Governor, in whose hands was also to be vested the power to dismiss them. In a word, every step taken by the trust was to be subject to the approval of the Governor, from the building of the school-house to the appointing of the schoolmaster and the framing of bye-laws and regulations. Indeed, the full intention of the enactment was identical with the suggestions of Lord Dorchester's Commission, with this difference, moreover, that the question of the higher education gave place in the former to that of free elementary education.

As the Governor had said in his speech, a competent number of free schools were to be established first, and subsequently as occasion required, "foundations of a more enlarged and comprehensive nature" were to be taken into consideration. The free school question was to take precedence; and it was no doubt in the spirit of this desire, that the Act empowered the Governor through the Royal Institution, to establish free schools in each parish or township. The inhabitants of the school district were of course to have the option of building a school or being without one. Then as now, there was to be no state aid given towards the building of schools. But as soon as a district had decided by a majority vote that they desired to have a school and were

willing to tax themselves to meet the expense of its erection, then, outside of the functions of the Royal Institution, the Governor was empowered by the Act to appoint two or more commissioners for the district, to superintend the erection of the school, and to prepare the way for handing it over to the Institution.

Thus was the initiative taken by the legislature: and had the legislature of a crown colony, as Canada was then, been as powerful as is the legislature of to-day under responsible government, there would have been nothing further to do but to administer the law. But legislatures in these early times were almost as functionless as governors are now-a-days. Indeed the aspect of Canadian politics has changed very much from the day when General Prescott, as Governor-General of Canada, told his parliament, that they could not obtain their request, since it was the intention of a legislature merely to bear witness to the king's decrees in matters pertaining to his prerogative. And in the fate of the first Education Act, we see why such a change has been very much to the advantage of education, if not to everything else.

For seventeen years the above law lay as a dead letter on the statute book: for it was not until 1818 that letters patent were issued for the actual organization of the Royal Institution. The law was passed in 1801; and in 1803 the Assembly was forced to draw the attention of the Executive Council to the fact that the promised grant of land for the support of schools had never been made. But even the Executive Council of those days was only executive in name, being confined in its functions, for the most part, to the making of mere recommendations to the Governor, in whom alone was vested the prerogative of making grants in lands or money. When the voice of the Assembly had stirred the executive, the latter recommended to the Governor that sixteen townships of the waste lands of the Crown should be appropriated for the support of the schools of the province. The recommendation of course was respectfully entertained, and an assurance given by the Governor that twenty thousand acres of these lands would be immediately transferred to the cities of Montreal and Quebec for the support of a seminary in each of these communities. But neither Quebec nor Montreal has ever

had the administration of such an estate. The promise was never fulfilled. Even in face of the assertion of Lord Goderich, some years afterwards, that such promises were binding and had to be carried into effect, these two cities had to depend on local effort for the starting of their schools, while the elementary education of the province continued to be neglected for want of funds. In fine, there is no hiding of the fact, that the Imperial authorities were to blame for the miscarriage of this and other enactments in behalf of the public interest; and if discontent arose against the form of government in early times, the causes of such discontent are to be found as much in the neglect of the Crown in regard to colonial interests as in the differences of language and religion among the people.

Such an assertion is borne out by the fate that befell the educational measures which were brought up in the legislature between the time of the passing of the first Education Act and the organization of the Royal Institution. Of two of these a record has been kept. The first of them passed safely through the House of Assembly, but was thrown out by the Legislative Council; and as we read in it the spirit of much that is in the Educational Law, as it stands to-day, it may not be uninteresting to look at its several provisions.

This law, in recognizing the principle of local government, subject to the voice of the people, provided for the organization of school boards in the country districts, where schools are required. The initiation of the board was to be undertaken by the military officer highest in rank in the neighbourhood: but when fully organized it was to consist of five members elected by a majority of the people, together with the curé or minister, and the senior justices of the peace residing in the district. As a corporate body, each board could hold property, but only to the extent of three thousand pounds sterling. The members, who were to be exempt from military duty, were to be under the supervision of the military officer of the district in their corporate capacity, and were to submit to him all estimates for building schools and for supporting them afterwards. There does not seem to have been any provision for the examination of the teacher previous to the date of his appointment. He was merely to be called upon to produce certificates of loyalty and good cha-

racter from two justices of the peace, and to take the oath of allegiance; while his salary, to be drawn from the provincial chest by warrant, was not to exceed sixty pounds currency per annum. Mr. Arthur Buller, in his excellent report, makes the remark, in referring to the proposed amount of the teacher's salary, that "juster notions were evidently entertained in those days of the competent provision for a teacher than appears to have been the case in latter times;" but in saying so, he surely must have lost sight of that provision in the proposed law which says that, if any board has "engaged a master under sixty pounds, it may apply the difference to the payment of under-teachers,"—a loop-hole through which a soulless corporation might easily escape the censure of the law, should it desire to pay the teacher less than the statutory allowance. In this bill there is first to be met with, the suggestion for inspection outside of the school board, in the recommendation to the Governor that he appoint one or more justices of the peace in each county, as visitors of the schools to be thus established, whose duty it shall be to report to him and to the legislature. Such are the leading features of the law which was buried in the upper chamber of the legislature, ending as it does, with the declaration that the bill should it be passed, was not to affect the cities of Quebec and Montreal or the burghs of Three-Rivers and William Henry (Sorel); and that the Act, authorizing the organization of the Royal Institution, should be in no way interfered with

Of course we have now no means of judging why such a proposal should not have become law, unless there is room for conjecture in the disappearance of three such measures, which, after passing both Houses, were never heard of again. Whatever the true conjecture be, there is no doubt that the popular voice was not the ruling influence at work. Nothing had been done for the actual support of schools for seventeen years: and yet no less than five measures in favour of primary education had been presented in the House of Assembly—the body which, then as now, was looked upon as the exponent of public opinion. In 1818, the second of these bills was passed by the Lower House, in the preamble of which the necessity for elementary schools under local control is specially referred to. The important provisions of this measure, as epitomized by Mr. Buller, are as fol-

lows:—"The trusteeship of the schools was to be vested in a corporation, consisting of the rector, curate or priest, the four churchwardens last appointed, the *seigneur primitif* and the senior justice of the peace, who, in their corporate capacity, were to report annually to the inhabitants of the district. A sum of two hundred pounds was to be granted from the provincial treasury, to the trustees of every parish or township in which a school-house had been opened or built, sufficient for the residence of a master and the accommodation of thirty children. The school was to receive no further support from the legislature, but was to be entitled to one-fourth of the yearly revenues of the *fabrique* until its yearly income from other sources should amount to one hundred pounds; while the master was to be paid by fees from the children, not exceeding in amount, however, five shillings a month."

This is all but a copy of the old Parish School Act, which did so much for Scotland in the centuries gone by, and according to which the heritors and the parish minister had in their immediate charge the management of the parish school, outside of any supervision or annual subsidy from the government. The bill was amended by the Council and passed both Houses, and then disappeared; and when the same disposition was made of two similar bills, there was nothing left for the people to do but to urge on the organization of the Royal Institution.

VIRGIL'S ÆNEID, BOOK II.

All silent were, and eager fixed their gaze,
 While sire Æneas from his lofty couch began:
 "Of woes the most intense thou urgest me,
 O queen, to give account: how Trojan wealth
 And realm to be deplored the Greeks o'erthrew;—
 Events most pitiful which I myself beheld,
 In which, indeed, I had no little share.
 Recounting such, who of the Myrmidons,
 What soldier of Ulysses indurate
 Can keep himself from tears? The lurid night
 From heaven descends, the sinking stars invite
 To sleep, but since such eagerness is thine
 To know our awful fate, to hear in brief
 The final throes of Troy, how'er my soul
 Still shudders to remember, and recoils

From such with grief, my tale I shall begin.
 Worn out with war and kept in check by fate,
 Through lapse of many years, the Grecian chiefs,
 By art divine of Pallas, build a horse
 Of wondrous size, and line its curving sides
 With planks of fir. 'Tis thus they simulate
 A votive offering for their safe return,
 And spread its fame abroad; while secretly
 Within its hidden sides they enclose a band
 Of men detached by lot, and, far within,
 Its hollows wide they stow with soldiery.

There is in sight the island Tenedos,
 Most widely known by fame and ripe with wealth,
 While yet the sway of Priam held its own,—
 Now but a bay and treacherous ground for ships,—
 And hither come, 'twas here they hid themselves
 Along the desert shore. We thought them gone,
 With favoring wind bound homeward for Mycenæ.
 And thus it was, all Troy from woe prolonged
 Was freed: the gates are open thrown: 'tis joy
 To pass without, to explore the Grecian camp,
 The sites forsaken and the abandoned shore.
 Here pitched their tents erewhile the Dolopian bands,
 Here fierce Achilles his; here for the fleet
 Was place of anchorage, here was it where
 The lines were wont to exercise. The gift
 To chaste Minerva, alas! so full of woe,
 Some stand amazed to see, and marvelling scan
 Its wondrous size. And first, perchance from craft,
 Or else because the fates had so decreed,
 Thymoetes urges that, within the walls
 It should be led and stationed in the citadel.
 But Capys then, and those whose souls possessed
 A better judgment, bid us headlong throw
 Such snares of Grecian guile and doubtful gifts
 Into the sea, and burn the wreck with flames
 Placed underneath; or else, attacking, pierce
 And thus lay bare the hollow hiding-place.

Then right before us all, a crowd in train,
 Laocoon runs from the citadel
 In burning haste, and from afar cries out:
 'O wretched folk, what foolishness is this?
 Can you believe our enemies have gone?
 Or think you that a Grecian gift can be
 Devoid of craft? Is thus Ulysses known?

Enclosed within this pile the Greeks lie hid,
 Or else against our walls this vast machine
 Hath been up-raised to overlook our homes
 And thus assail our town. Whate'er it be,
 The Greeks I fear, even when they bring us gifts.
 Thus calling out, he hurled his powerful spear
 Full tilt against the side and belly of the beast
 Carved out with dove-tailed work ; it trembling stood
 And when the bulging part vibrating shook,
 The hollows sounded and gave forth a groan.
 And if the fate of heaven and mental sway
 Had not then adverse been, he had us forced
 To probe with steel the Grecian wiles, and now,
 O Troy, thou would'st still standing be, and thou
 The lofty citadel of Priam, would'st remain.

Behold meanwhile some Trojan shepherd lads
 With shoutings loud were dragging towards the king
 A youth, whose hands were tied behind his back,
 And who, a stranger, freely of himself
 Had crossed their path as they drew near,—alas !
 This very business to mature, and Troy
 Lay open to the Greeks : soul-confident
 He seemed, and full prepared in either case
 To further craft or die a certain death.
 From all sides rush around the Trojan youth
 With zeal to see, and vie to quiz the captive.
 And now of Grecian guile give heed, and learn
 From one foul charge the manner of them all.
 For while he stood unnerved, with eyes all round,
 And all unarmed beheld the Trojan crowds,
 ' Ah, now,' he cries, ' what land will shelter me ?
 What sea indeed ? or what at length remains
 For wretched me, for whom, among the Greeks,
 There is no longer place, while, deep incensed,
 The Trojans seek reprisal stained with blood.'
 Our minds are changed with such a grief-like groan :
 All chaffings cease ; we bid him speak and tell
 Whence sprung, from what a race, what news he brings,
 What faith in him, a captive, may be placed ?
 His fear at length dismissed, these words he speaks :—
 ' Whate'er, O King, I now confess to thee,
 Is all a truth indeed : deny I not
 That from a Grecian tribe I sprung : this first
 I say, for even if fortune hath decreed
 That Sinon should be wretched, harsh, indeed

She cannot make him fond of lies and false.
 While gossiping of aught, perchance the name
 And glory, fame-renowned of Palamede
 The son of Belus, may have reached your ears,—
 How him, though innocent, yet under charge
 Of treason false and cruel calumny,
 The Greeks gave o'er to death since he forbade the war,
 And how they mourn him now deprived of light.
 My father, poor enough, me sent to war
 In very early years, an ally-friend
 By blood akin to this same Palamede.
 By his advice the kingdom grew apace,
 While safe in power he stood, and then we had
 Both name and fame. But when from mundane scenes
 He passed away through false Ulysses' wiles,
 (Things not unknown I speak) I, sorrow-struck,
 Dragged out my life in grief and dismal thought,
 And, by myself, denounced the fate of this
 My blameless friend. Nor did I silent keep
 When maddened sore, but spoke myself avenger,
 If but some lucky chance would take me back.
 If, victor, I should e'er return to Greece
 My fatherland: and so with such like threats
 I kindled soon a hate the most intense:
 Thus fell the final stain of ill on me:
 Hence was 't Ulysses sought from time to time
 To frighten me with fresh recriminations,
 Reports of dubious import spread abroad,
 Till openly obnoxious, he a quarrel sought.
 Nor did he cease till Calchas helping him—
 But why need I unpleasant things narrate
 Like these, forsooth in vain? why linger thus?
 If all the Greeks you reckon of a kind
 This is enough to hear,—for this Ulysses prays,
 This shall the sons of Atreus rich reward.

—The best teacher never ceases to be a student. She not only keeps herself familiar with the subjects which she teaches and the latest contributions of thought concerning them, but she also constantly studies the best mode of teaching them. Without becoming an empiric, she examines each new method of instruction, and endeavors to extract from it whatever will enrich or improve her work. But she does not become the slave of one inflexible method.

Practical Hints and Examination Papers.

—Before completing the metrical version of Homer's *Iliad*, Book IV., we give this month a similar version of Virgil's *Æneid*, Book II. In no sense should these versions be looked upon as cribs, or used as such. In the PRACTICAL HINTS DEPARTMENT we again give the forms of analysis and problem-writing which appeared in a former issue, in order that our teachers may adopt them at the coming examinations. The matter of a uniform nomenclature in grammatical studies has yet to be settled in this province, but until the committee appointed at the last Convention be in a position to report, it will be necessary for us to follow some one plan. Some teachers may overlook the hint thus given, but it will certainly be to their own disadvantage. As may be remembered, the following note appeared at the head of the form of analysis:—Many of our teachers are in doubt as to the best method of writing out the analysis of a passage selected from the authors mentioned in the Course of Study. We do not recommend the subjoined illustration as an example of the *best* method, but it is as neat in its style as any other, and can be read without any confusion to the examiners, whatever their own method may be. For the sake of uniformity, we desire to recommend it to the teachers of the province as one which they should advise their pupils to adopt at the examinations in June.

—Now is the season when teachers should look carefully to the ventilation of their schoolrooms. Anxiety to avoid the cold will lead many, if not watchful, to keep the air too close. A good plan is to place a board about three inches wide and as long as the width of the window, under each lower sash. Place it so that no cold air can pass it and come into the room. This will create a flue between the upper and the lower sash where they overlap, and through this flue the fresh air will enter the room and become warmed before it reaches the pupils. It may not give sufficient ventilation, but it will help. Try it.

Passage for analysis.

The stranger viewed the shore around;
 'Twas all so close with copsewood bound,
 Nor path nor trackway might declare
 That human foot frequented there,
 Until the mountain-maiden shewed
 A clambering, unsuspecting road.
 That winded through the tangled screen,
 And opened on a narrow green,
 Where weeping birch and willow round
 With their long fibres swept the ground.

Kind of sentences or clauses—

- A. The stranger viewed the shore around....(Prin. clause.)
 B. 'Twas (It was) all so close with copsewood bound....(Prin. clause.)
 C. (That) nor (neither) track nor pathway might declare....(Subord. adv. cl. of degree.)
 D. That human foot frequented there....(Subord. noun. cl. object to C.)
 E. Until the mountain-maid shewed a clambering, unsuspected road... (Subord. adv. cl. of time.)
 F. That winded through the tangled screen....(Subord. adj. cl. to E.)
 G. And (that) opened on a narrow green....(Subord. adj. cl. to E.)
 H. Where weeping birch and willow round with their long fibres swept the ground....(Subord. adj. cl. to G.)

[NOTE.—In the above the predicates may be underlined thus , the subjects thus , and the objects (if any) thus , as prefatory to the following form for particular analysis.]

Particular Analysis.

A.	E.
Stranger.....(Subj.)	Until (Connective.)
the..... (Enl. of subj.)	mountain-maiden.....(Subj.)
viewed.....(Pred.)	the..... (Enl. of subj.)
around.....(Ex. of place.)	shewed(Pred.)
shore..... (Obj.)	road.....(Obj.)
the.....(Enl. of obj.)	a clambering, unsuspected....(Enl. of obj.)
B.	F.
It.....(Subj.)	That.....(Subj.)
all.....(Enl. of subj.)	winded.....(Pred.)
with copsewood bound.....(Enl. of subj.)	through the tangled screen. (Ex. of place.)
was so close.....(Pred.)	
C.	G.
Nor and nor.....(Connectives.)	And.....(Connective.)
track and pathway.....(Subj.)	opened.....(Pred.)
might declare.....(Pred.)	on a narrow green(Ex. of place.)
D.	H.
That.....(Connective.)	Where.....(Connective.)
foot.....(Subj.)	birch and willow.....(Subjs.)
human.....(Enl. of subj.)	weeping.....(Enl. of subj.)
frequented.....(Pred.)	swept.....(Pred.)
there.....(Enl. of place.)	ground.....(Obj.)
	the.....(Enl. of obj.)
	round.....(Ex. of place.)
	with their long fibers.....(Ex. of manner.)

[NOTE.—Enl. = enlargement, and Ex. = extension, these being the only two terms used for adjuncts: the former in connection with the subject and object, the latter in connection with the predicate.]

And with this example in problem-writing, the following note also appeared:

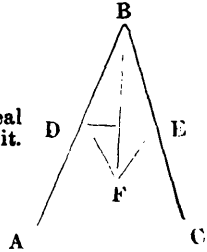
[The following we recommend as the most lucid plan of writing out an examination paper in Euclid. It is that adopted by Todhunter and Hamblin Smith in their text books. Will our teachers see that it is adopted at the June examinations.]

General
Enunciation.

To bisect a given rectilineal angle.

Particular
Enunciation.

Let $A B C$ be the given rectilineal angle, it is required to bisect it.



Construction.

In $A B$ take any point D .
And from $B C$ cut off a part equal to the line $B D$(I. 3.)
Join $D E$(Post.)
And upon $D E$ describe an equilateral triangle (I. 1.)
Join $B F$(Post.)

Demonstration.

Because $D B$ is equal to $B E$, and $B F$ is common to the two triangles $D B F$ and $E B F$, the two sides $D B$, $B F$ are equal to the two sides $E B$, $B F$.
And the base $D F$ is equal to $E F$(I. 1.)
 \therefore the angle $D B F$ is equal to the angle $E B F$ (L. 8.)
i.e., the angle $A B C$ has been bisected.—Q. E. D.

Correspondence.

MEMRA.—What you say is to some extent correct. The EDUCATIONAL RECORD is sent to the school, and not to the head master or mistress. One copy is sent to each school in the province and all the teachers in a graded school can have access to the periodical by applying to the head teacher. Many of the head teachers of our schools subscribe for it personally, as *all of them* would do, were they to take your advice. We are glad to say that the number of subscribers has increased, although some of the actual subscribers still forget to send in their subscriptions. As our edition is necessarily limited, in order to avoid expense, only those who send in their subscriptions will receive copies in future; hence those

who desire to be regular readers of the paper, outside of the copy of it sent to the school, must send in their names at once to the Education Department, Quebec, or to the publishers, the Messrs. Dawson Bros., Montreal.

A TEACHER.—The lines are certainly parallel, but they are not what we generally call in geometrical parlance *parallel lines*. The paradox is explained, from the fact that *parallel lines* are lines in close relationship as having connection with some figure of ordinary limits, while *lines that are parallel* may be in no such close relationship, nor need be. If you fail to see the distinction at first sight, the explanation will recommend itself to you the longer you think of it.

PRIMARY TEACHER IN THE COUNTRY.—By all means send the smaller children away earlier. Even in the city schools, where there is one teacher to each grade or class, the hours are less for the very young children than for those more advanced in years and in studies. You can get the maps at Messrs. William Drysdale & Co., Montreal.

NOTE OF EXPLANATION.—In behalf of those of our teachers who may wish to know what is about to be published, we shall refer to books going through the press under this department, as through our correspondence we learn of these. Ginn & Co. will publish, some time in April, the "Introduction to the Study of the Middle Ages," by Professor Ephraim Emerton, of Harvard University. This work aims to give, in simple narrative form, an account of the settlement of the Germanic peoples on Roman soil, the gradual rise of the Frankish supremacy, the growth of the Christian Church and its expression in the monastic life and in the Roman Papacy, and finally the culmination of all in the Empire of Charlemagne. The text will be supplemented by maps, lists of works for reference, accounts of the contemporaneous material on which the narrative is based, and suggestions to teachers upon topics and methods of special study. The same company will publish this month an "Epitome of Anatomy, Physiology and Hygiene, including the Effects of Alcohol and Tobacco," written by Mr. H. H. Culver, of Bishop College, Texas.

MONTREAL, February 21st 1888.

To the Editor of the EDUCATIONAL RECORD, Quebec :

DEAR SIR,—I observe that in the last issue of the RECORD you state on page 7, in speaking of the manner in which the Superior Education Fund is divided between the Universities and the Superior Schools of the province, that the Protestant Committee consider that the bulk of their grants from the public funds (which I take to mean the proceeds of the sale of marriage licenses in the province) is not to be classed with the monies of the Superior Education Fund, proper, but to be considered as apportioned to the colleges as a special grant.

I do not think that this statement should go unchallenged. I was a member of the Legislature when the Marriage License Bill was adopted, and have a distinct recollection of the discussion; but for fear that I

might be mistaken since reading the above paragraph, I have referred to the newspaper reports and I find my impression corroborated that no reference whatever, was made to support the assertion that the sum derived from Marriage Licenses should be devoted exclusively to Colleges. On the contrary, Section 5 of the Act is distinct in its terms, "That the same shall be apportioned among the Protestant institutions of Superior Education proper, in addition to and in the same manner as any sums or aid granted by law for the purpose of Protestant Superior Education in the province."

Now, there was at that time as there is now, only one sum voted for Superior Education, which then as now was divided between Catholics and Protestants; and according to law, the sum derived from the sale of Marriage Licenses should be united with that voted by the Legislature and apportioned to Protestant Superior Education and the sum thus formed divided amongst all institutions of superior education in the province, without discriminating between Universities, Colleges, Academies or High Schools.

I thought it my duty to call the attention of yourself and your readers to this in order that the custom which has prevailed for some years might not be assumed to be the law.

I am, yours very truly.

W. W. LYNCH.

Books Received and Reviewed.

LECTURES ON THE SCIENCE AND ART OF EDUCATION, by Joseph Payne, M.A., of the College of Preceptors, London, England, published by E. L. Kellogg & Co., New York and Chicago. The name of Joseph Payne takes rank with those of Page, Fröbel, Currie, Morrison and Mann. From reading his book, thousands of teachers have risen refreshed and invigorated for their work of training the young, having received from him not only advice, but reasons not to be gainsaid, why the advice should be acted upon. This is a new edition issued by the Messrs. Kellogg in their very best style. In it we discover several improvements. The marginal notes indicating the subject of the section are very convenient to the reader. The same may be said of the index at the end, which, in a way, makes an excellent substitute for a common-place book on education, while the analysis of each chapter is invaluable to those who digest what they read. Typographically, the book is very handsome, and will be a gem in the teacher's library.

BIBLE READINGS SELECTED FROM THE PENTATEUCH AND THE BOOK OF JOSHUA, by the Rev. J. A. Cross, and published by MacMillan & Co., London and New York. This is the second edition of a book which could hardly escape being popular, and forms in itself an evidence that

the Bible is not ignored to such an extent in our schools as some ultra-critical Christian observers seem to think. *The whole or no part of it* may be a good watchword when votes are being counted in a province like Ontario, but the example of the pulpit is not in keeping with the cry. The above mentioned book is the Bible narrative from the Creation to the occupation of the Promised Land, a selection of these interesting episodes in the history of the Israelites which young folks delight in, and which they not unfrequently read in church when the homily being delivered is not over interesting to them. Such a book as this is no *substitut*, nor is it intended to be so. It is a history compiled in the charming style of the Old Testament, in those words and sequence of words which will live as long as the purity of English endures; and for the compilation our children are deeply indebted to Mr. Cross.

MISTAKES IN TEACHING, and SECURING ATTENTION, by J. L. Hughes, Superintendent of Schools, Toronto, published by E. L. Kellogg & Co., New York and Chicago. These are new and improved editions of books which are now known all over the continent. The teacher who has not read them should secure copies at once. "Concise, pithy and shrewd" is the universal opinion of the various sections and chapters of these valuable little volumes.

TEACHERS' MANUALS published by the Messrs. Kellogg & Co., New York and Chicago. These publishers are determined that no teacher shall have it to say that books for professional study are too dear for their slender means. They are the publishers of *The School Journal*, *The Teacher's Institute*, and *Treasure Trove*, all of which are favorite periodicals with the teachers of the continent. And now they have undertaken to issue these manuals in the cheapest form. We have only to enumerate them to show how valuable this effort on the part of the publishers must be to the teacher who has a quarter to spend on books now and again. They include Fitch's *Art of Questioning*; *On Stimulus in School*, by Sidgwick; *Practical Work in School*, by Charlotte M. Yonge, and Gladstone's *Object Teaching*.

THE CANADIAN MUSIC COURSE by Alexander T. Cringan, Graduate and Licentiate of the Tonic Sol Fa College, London, England, and published by the Canada Publishing Company, Toronto. This is the first of a series of three books which will, when completed, form a full course of music for schools. The fore-runner of the series speaks well for the volumes to follow. Mr. Cringan evidently understands how to initiate with the simple, and now that there is no mystery about the Tonic Sol-Fa system, even in its most intricate forms, the teacher may take courage to introduce it with Mr. Cringan for a guide. The book as a school-book is just what we want in Canada.

PUBLIC SCHOOL GEOGRAPHY, published by the Canada Publishing Company, Toronto. The teacher has only to examine the initiatory chapter of this work to see that the book is arranged according to a plan highly

suitable for what may be called "modern method" teaching. The advice to the teacher given on a prefatory page, shows that the compiler knows the exact position the study of geography should hold in relation to other school work, and how the geography class should be conducted. The book has been authorized for the schools of Ontario, and will no doubt find its way elsewhere, through its own intrinsic merits. It may be said that it forms an introductory volume to the High School Geography, which we intend to mention by way of review next month.

OTHER BOOKS RECEIVED and to be noticed next month:—*Reception Day*, No. 5, Kellogg & Co.; *Cæsar's Gallic War*, Book VII., edited by Bond and Walpole, MacMillan & Co.; *Ovid*, by the same editors; *French and German Reading Books*, Florian, edited by Charles Yeld; *Stewart and Gee's Electricity and Magnetism*; *Monographs on Education*, D. C. Heath & Co., and several other volumes.

Official Department.

Abstract of the Minutes of Meetings of the Administrative Commission of the Pension Fund, held at Quebec on 27th, 28th and 29th of December, 1887.

PRESENT:—The Hon. Gédéon Ouimet, Superintendent of Public Instruction (in the chair); Messrs. U. E. Archambault, S. P. Robins, E. I. Rexford and Joseph Prémont.

The minutes of previous meeting were read and confirmed.

The Commission proceeded to examine the reports of the school inspectors, made in accord with 49-50 Vic., Cap. 27, Sec. 38, from which it appeared that three of the pensioners had died since the 1st of July, 1887, namely, H. C. O'Donoghue, Leocadie Langlois and Madame Joseph Rainville, and that two pensioners had returned to teaching, namely, Ovide Mayrand and Philomène Tessier. Four inspectors failed to make the report required by said Sec. 38, viz.: Messrs. Lippens, McMahan, Demers and Vien. These inspectors, except Mr. McMahan, deceased, were required to make their report without delay.

The Commission agreed to adopt the following regulation:—
 "That each pensioner, receiving a pension on account of ill health, shall be required to produce each year, until he attains the age of fifty-six, a medical certificate that, on account of ill health, he is quite incapable of resuming his work as an officer

of primary instruction. The list of new applications for pensions was then taken into consideration, and pensions were granted to the following persons:—A. P. Arseneau, Elizabeth Bélanger, M. Anne Bélanger, Eutychie Blais, Mary Boutin, Joséphine Lévesque, Emma Boissonneau, Marcel Brochu, Hobart Butler, Helen Carmichael, M. Clémentine Caron, Cécile Charland, M. G. Louise Chénevert, Elizabeth Claveau, Mélonie Côté, M. Emma Dancosse, M. Laure Léontine Dionne, Médard Emard, Gilbert Feigusson, Aglaé Gauthier, Elzire Geffard, Joseph Green, Marie Annie Harper, Rose de Lima Labonté, Edouard Lafond, John Purdie, M. L. Bryère Langlois, Adéline Laverdière, Eloïse Leclerc, M. A. Lecuyer, Marguerite Lespérance, Justine Martin, Chas. Philippe Martineau, Mary McGregor, Jane McMartin, Daniel McSweeney, Délima Ménard, Henriette Michaud, Elizabeth Mitchell, Justine Moisan, Azilda Morin, Élise Ouellet, J. E. Pageot, Marie Pion, Mathilde Plouffe, Philomène Poirier, Robina Orcutt, Eugénie Raby, Adeline Rancourt, Jos. Ed. Roy, Théophile Roy, Eugénie Talbot, Marie Adèle Tessier, Judith Thériault, Louis Valiquet, Thomas Whitty, Henri E. Martineau, John R. Lloyd, Widow H. C. O'Donoghue, Zephirina Tellier Lafortune.

Applications for pensions from the following persons were refused:—Marie Bergeron, Josephite Bienvenue, Madame Désiré Savard, Alexandrine Gendreau, Virginie Bouffard, Denise Boudreau, Adéline Breton, Aurore Dionne, Hélène Dionne, Marie Dumont, Etienne Fecteau, Luce Girard, Aglaé Hamilton, Clara Lalane, Isabella Mathieson, Julie Noël, Hedwidge Quintal, Célair Tremblay, Pétronille Tremblay, Philomène Tremblay, Auguste Trépanier.

The following persons were accorded pensions on condition that they produced certain documents which they had failed to file in connection with their applications:—M. Anne Audet, Widow Michael Daly, Pierre Campbell, Adélaïde Charron, Adèle Ladouceur, Victoria Lepage, Émilie Mineau, Virginie Lépine, Henriette Marchand, Philomène Nadeau, Alphonsine Rhéault, Marie Sanche, Marie Plourde.

The Administrative Commission agreed (1) that an officer of primary instruction receiving a pension in virtue of Sec. 6 of Act 49-50 Vict., Cap. 27, cannot continue to teach in a school under control; (2) that an officer of primary instruction receiving a

pension in virtue of the third section of said Act, cannot continue to teach in schools under control or subsidized, so as to derive any benefit therefrom, directly or indirectly.

Mr. J. N. Miller, formerly a school inspector, now an officer of the Department of Public Instruction, made application that the payments which he had voluntarily made into the Pension Fund, for the stoppages on his salary for himself and wife for the years previous to 1880, be refunded to him. After hearing Mr. Miller's explanations, the Commission decided that, in view of the provisions of the law and especially in view of Sec. 26 of said Act, they have no power to grant the request.

A letter from Mr. J. Tompkins, teacher, in which he requested that the stoppages made upon his salary from 1880 to 1886 be refunded to him, was taken into consideration, and the Commission decided that as it was created for the purpose of administering Act 49-50 Vict., Cap. 27, it had no power to make this refund.

The Commission decided that it could not grant the request of the Superior of the Ursuline Convent of Roberval in reference to the pension of Alexandrine Gaudrian, who has entered religious orders, and that it cannot refund the amount which Alexandrine Gaudrian paid into the fund since 1882.

The regular quarterly meeting of the Protestant Committee will be held on Wednesday, the 29th instant.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by an order-in-council of the 14th November, 1887, to appoint a school commissioner for the municipality of Formont, county of Champlain.

To appoint William G. Würtele, Esq., of the city of Quebec, school commissioner (Protestant section) of the city of Quebec, *vice* Henry C. Austin, Esq., resigned.

11th November. To annex to the school municipality of St. Donat, county of Rimouski, the third range of the parish of St. Gabriel, same county.

14th November. To divide the Board of Examiners of Three Rivers into two sections (Roman Catholic and Protestant), and to appoint the Revs. E. R. Maxwell and J. H. Jenkins, and Alex. Houliston, Esq., B.C.L., members of the Protestant section. O.G. 2060.

18th November. To appoint a school commissioner for the municipality of Paspebiac, county of Bonaventure; also one for the municipality of St. Hubert, county of Temiscouata.

22nd November. To appoint five school commissioners for the new municipality of St. François de Sales, county of Chicoutimi; also five for the new municipality of St. Michel No. 6, county of Yamaska. O.G. 2108.

18th November. To erect a distinct school municipality under the name of "L'Annonciation," county of Ottawa.

To detach certain lots from the school municipality of St. Jean Baptiste, county of Rouville, and to annex them to that of St. Michel de Rougemont, same county.

17th August. To detach the lots Nos. 12, 13, 14, 15 and 16 of the 4th range of the township of Bolton, county of Brome, from the municipality of Bolton West, and to annex them to the municipality of Bolton East, in the said county, for school purposes. O.G. 2111.

22nd November. To appoint a school commissioner for the municipality of Ste. Angèle, county of Rouville.

5th December. To appoint five school commissioners for the new school municipality of "L'Annonciation," county of Ottawa.

18th August. To appoint a school commissioner for the municipality of Sacré Cœur de Marie, county of Megantic, and one for the municipality of St. Pierre de Sorel, county of Richelieu.

5th December. To detach the lots from 1 to 14, inclusively, in the 1st, 2nd, 3rd and 4th ranges of the township of Stanbridge, county of Missisquoi, from the school municipality of St. Damien de Stanbridge, same county, and to erect them into a separate municipality, for school purposes, under the name of the municipality of Stanbridge East. O.G. 2188.

13th December. To appoint a school commissioner for the municipality of St. Clément, county of Témiscouata; also one for the municipality of St. Fortunat de Wolfstown, county of Wolfe.

To appoint a school trustee for the municipality of Cox, county of Bonaventure; one for the municipality of Kingsey, county of Drummond, and one for the municipality of St. Fulgence de Durlham, same county.

15th December. To appoint a school commissioner for the municipality of St. Paulin, county of Maskinongé; also Messrs. O. R. Anderson, E. A. Eaton, M. D. Corey, C. Blinn and L. J. Irish as school commissioners for the new municipality of Stanbridge East, county of Missisquoi. O.G. 2268.

18th November. To appoint two school commissioners for the municipality of the village of Lake Weedon, county of Wolfe.

30th December. To appoint a school commissioner for the municipality of the "village of Lake Weedon," county of Wolfe; also a trustee for the municipality of West Bury, county of Compton, and one for the municipality of Vaudreuil, same county. O.G. 46.

To detach certain lots from the school municipality of Portneuf, county of Saguenay, and to annex them to the municipality of "Mille Vaches," same county, for school purposes. O.G. 48.

25th January, 1888. To appoint Messrs. Gardner Gates Staunton and Mathew Sax (Ornell), school commissioners for the school municipality of Stanbridge East, county of Missisquoi, in room of E. A. Eaton and O. R. Anderson, resigned. O.G. 209.

21st January. To appoint a school commissioner for the municipality of the parish of Chambly, same county; one for the municipality of l'Abord à Plouffe, county of Laval, and one for the municipality of the Banlieu of Notre Dame de Québec. O.G. 264.

To detach certain lots from the school municipality of Forsyth, county of Beauce, and to annex them to the municipality of St. Sébastien d'Aylmer, same county, for school purposes.

25th January. To detach lots Nos. 8 to 54, inclusive, of 1st range; lots Nos. 11 to 54, inclusive, of 2nd range; lots Nos. 1 to 16, inclusive, of R.R.E. range, and lots Nos. 1 to 17, inclusive, of R.R.W. range, from the municipality of Aldfield, county of Pontiac, and to erect them into a school municipality under the name of Aldfield South.