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VOL. VII.

MARCH, 1887.

No. 3.

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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
1887.

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, 1886. 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 1886 will be sent to every Protestant minister of Quebec, as far as addresses are attainable.

THE
EDUCATIONAL RECORD
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VOL. VII.

Articles: Original and Selected.

TEACHING COMPOSITION.

BY L. ROBINS, MCGILL NORMAL SCHOOL, MONTREAL.

Composition, as its name suggests, *com*, with, and *pono*, I place, is the art of placing words and sentences in correct relationship to one another. Grammar is the study of the structure of sentences, that is, the study of what has already been composed; it is the taking to pieces and examining what is presented in complete form; it is, so to speak, the contemplation of the building in a finished state; and as buildings differ among themselves as to grandeur, beauty and diversity of design, so sentences are of various length, elaborateness and structure. Composition, on the other hand, is the building up of sentences; it is the putting together what has been obtained by previous analysis, it is the arrangement of words in a variety of ways, or in the erecting of a building, very simple at first, with little change of form or structure; but as a builder, by practice, gains skill and knowledge in the use of material, so the composer, whose first attempts are of the simplest and rudest, gradually acquires skill in the use of and command over an increasing number of words and forms. Composition, then, is the converse of grammar. Grammar is analysis; composition, synthesis. When we teach composition we do indeed, to some extent, guide our pupils in the use of words (as to meaning,) but the work in that direction is very limited;

primarily, we are teaching the correct arrangement of words,—we are teaching the forms or moulds into which words are cast.

The unit of speech is the sentence. The child does not acquire words first, but sentences. His first thought is of himself; he is the centre from which all his ideas go out. But he does not think of himself alone, as an individual. He thinks of himself in relation to his wants, and then to things about him. He cries. The first intimation of his existence is an action, and as he grows, these actions in relation to himself and the world around him increase in number. His first utterances are elliptical sentences, expressed, perhaps by a single word, but certainly sentences if expanded. Let us take for example, the word sugar, which stands for a substance, so dear to every childish heart. The child says 'sugar,' or (suggar), that stands for 'give me some sugar,' or 'I would like some sugar,' just so surely as if he had said the longer sentences; and very often the child, for want of words to fill out his sentences, makes an appropriate gesture.

Composition then naturally begins with the sentence, and oral composition as naturally precedes written. The child has made, before the teacher begins his training at all, a great advance in the art of composing. He has left far behind the sentence in its simplest forms, consisting of the subject and its verb. He has acquired skill in the making of long and intricate sentences, and when the teacher takes him in hand, it is not for the purpose, in the main, of aiding him in the construction of sentences, but to correct these errors in his speech which have crept in, through the ignorance of parents, or through the desire for amusement on the part of parents, at the expense of the child. The parent is accustomed to express himself incorrectly, as when he says, "You haint been at the lodge for a considerable while." The child has no teacher in the first five years of his life but the parents, and he, in acquiring English, receives that which the parent uses. There are some parents who have the mistaken idea that a child can understand incorrect English better than correct, and use some such expressions as these when talking to little Johnnie. "Will Johnnie come with me? Me going out; Johnnie tum too?" The child acquires these forms of expression himself. But what is only amusing and seemingly cunning in the two year old darling, becomes an absurdity in the boy of

seven or eight. He finds his mispronunciation, which, when he was only two year's old, called forth an amused smile, now frowned upon, or at least treated to a sorrowful half-smile. He does not see the reason why, but the icy look freezes up his curious expressions, and gradually he learns to speak like those around him. But this freezing process is very injurious to him. He becomes unduly silent in the presence of older people. He becomes shy and awkward, loses confidence in himself, and is anxious to hide away what he considers *now* to be infirmities. A great deal of the shyness and hesitancy in children is attributable to this cause, and one of the first efforts of the teacher should be by gentleness and forbearance to remove this great obstacle to the advancement of children.

It is when he has dropped most of those expressions peculiar to babyhood, and has acquired the English tongue as spoken by his parents, that the child is introduced to the teacher. The work of the teacher now, is to correct the errors made by the parents in the pupils education, and to finish or continue the work which has been left in various stages of incompleteness in the individual child.

The best way of bringing out the various faults of speech for correction, is to tell a story and have it re-told by the children, or to invite the children to discuss current events in the most considerate manner, correcting or having the children correct the faults made. It is often, however, well to allow mistakes to pass, until you have gained the confidence of the children, or your efforts will frequently be frustrated by shyness. One advantage in the plan of story-telling is, that the child, by practice, becomes more and more skilled in the use of English, and as it is necessary that the English the child uses should be good, a story should never be told in a halting, aimless, rambling manner, but should be expressed in the clearest, neatest, and most eloquent language at the command of the teacher. This does not mean the using of long words and high-sounding expressions. It should be a model for the child, as the model, whether good or poor, will be readily copied by him. The words used should always be chosen for their appropriateness to the subject. So that, if a large word is better than a smaller one, do not be afraid to use it. The ability of children to pick up large words is wonderful.

Besides the regular time set apart for the composition each week, there should be a constant oversight of the English by each teacher, and no errors of speech should be allowed to pass unnoticed, unless the noting them would interfere seriously with some other part of the school routine, or unduly repress freedom of speech.

Correction of colloquial errors then and the encouraging of children to use their mother-tongue are mainly the work done by the teacher, until the child has learned to read and write a little; then he is introduced to the subject of grammar, and at the same time, to its complement, written composition. Composition and grammar, to be taught effectually, should be begun together. The common method of teaching grammar is faulty in that by beginning with the noun and its inflections, person, gender, number, case—followed by the article, and after that, the adjective or pronoun, with its inflections—we go over a great deal of work, before any practical use can be made of it. It will be impossible, therefore, to speak of composition without referring, to some extent, to the prevailing errors in teaching grammar. A correct system of teaching composition will involve a correct system of teaching grammar.

The faults in the methods, laid down in most text-books, of teaching these subjects, were brought before my mind very forcibly four or five years ago. There was in the school where I was teaching, a *boy*, I was going to say, but that term would be hardly appropriate to the subject, as he was about 18 years of age, nearly six feet tall and broad in proportion. He was in my grammar class, and rather startled me one day with the question "What's the *use* in grammar anyhow? It aint learned me nothing." That might be called *prima facie* evidence. My answer at the time was, "It might have taught you to say, grammar has not taught me anything;" but when I came to consider the matter at leisure, I was not sure that the answer was a correct one in the sense in which I intended it. Certainly, the study of grammar and composition should, as the text-book says, teach our pupils to speak and write the English language with propriety. But does it? How many of our pupils go through a grammar, as this boy said he had done, ay, two of them, and are totally unfit to make practical use of it? How many of our children

go out from our schools at twelve years of age, having studied grammar for three years, with nothing more to show for the work than the words of a number of rules and the invaluable and almost sole benefit, the example of the teacher?

We are all ready to admit the statement that grammar and composition are not as valuable in the school course as they ought to be. Now, how can we make them of the utmost benefit to our pupils? There is no doubt that the secret of successful teaching lies in the method adopted. The subjects must be taken up in some regular order, beginning with the simplest forms and leading up to the complex. We must go back in written composition almost to the point where the child began to speak. We must take the correct simple sentence and teach him to write it; and as he gradually learned to use sentences of greater and greater complexity, so must he be taught to write about familiar things in more and more varied language. As we proceed, the conventionalities peculiar to writing must be taught—the use of the period, comma, semicolon, interrogation and exclamation points, the use of paragraphs when new subjects are introduced, the division of words into syllables, correctly, when they come at the ends of lines, the impropriety of using the same word over and over, the use of capitals, &c.

[The foregoing paper was read at the Teacher's Convention held last year in Montreal. By means of the black-board, Miss Robins elucidated her plan for the teaching of composition, and in some subsequent issue, we may be able to give it under the department of *Practical Hints*. Her method involves the imitation of the type or grammatical symbol used in connection with the analysis of sentences. Among the advantages to be derived from adopting her plan, she claims (1) that a definiteness is given to the teaching and writing that could be gained in no other way, (2) that the child is called upon to write only one sentence at a time, according to some model, (3) that the mistakes made can be corrected so that the child can understand, with very little effort, the correction, and (4) that it is an invaluable aid to the preservation of good English.]

Editorial Notes and Comments.

Some time ago, Dr. Heneker of Sherbrooke, one of the members of the Council of Public Instruction, addressed an open letter to the Batonnier of the Quebec Bar, in which he pressed upon the attention of that gentleman the anomalous state of affairs in connection with the examination which those entering upon the study of law had to pass. Dr. Heneker's action had evidently been prompted through the desire to come to the rescue of the teachers of our academies who, on account of the number of examinations for which they have had to prepare students, have felt for years the pressure of the work telling against the general efficiency of their schools. "Under the present system" said Dr. Heneker, speaking specially of the entrance examination in connection with the study of the law, but no doubt having also in his mind the examinations required of students entering upon the study of medicine and other professions, "there is no uniformity of plan or subject, no trained body of examiners, and in the uncertainty which prevails, students are led to search previous sets of questions and to prepare themselves by a system of *cram*." Nor was the above statement beyond the mark; and yet nothing has been done since Dr. Heneker wrote his letter to bring about an assimilation between these examinations and the course laid down by the Protestant Committee of the Council of Public Instruction. By examining the syllabus of these entrance examinations and the character of the papers set to the candidates, any one will see that the spirit running through them is a desire to approach as near as possible to the system of education pursued in our French Colleges; and it may well be asked, when the striking similarity is noted, why the professional guilds refuse to accept the certificates of these colleges as a sufficient guarantee that those to whom they are granted are far enough advanced in their general education to enter upon the study of professional subjects. We have been told that, in maintaining a preliminary examination of their own, these guilds are animated with an honest desire to promote thoroughness in the early classical and scientific education of our future doctors, lawyers, and notaries. This is tantamount to saying that they believe the training to be had at some of our colleges is not what it ought to be, at least as

far as their standard demands. Whatever may be directly or indirectly advanced against the training at some of our French Colleges with any show of reason, it is no question for us to discuss. These colleges favour a course of instruction differing widely from the course laid down by our two English Universities ; and they can readily overlook any such lack of confidence in the thoroughness of their system of training, as long as the professional guilds continue to fashion their syllabus of examination after the curriculum of studies recognized by Laval and its affiliated institutions. Any student who has passed a *bona fide* examination in the subjects which comprise a complete course of study in any of our French Colleges, can have no difficulty in passing the preliminary examinations of the professional guilds. But with our English Colleges and schools it is different. The curriculum of studies laid down for them covers but a small portion of the ground included within the curriculum of the professional examinations. A pupil attending one of our English Academies or High Schools who desires to enter a profession, has not only to take up the studies of what is called the *third grade*, but he has to take up the parallel studies required by the professional guilds. This is to handicap the English candidates at the preliminary examinations and to harass our teachers with unnecessary work. In other words, it is a serious injustice. We have no hesitation in saying that the lad who passes creditably in the *third grade* has given as safe a guarantee of his fitness to enter upon the study of professional subjects, as is the young man who passes his preliminary examination ; and were the members of these professional guilds to compare the course of study in the one case with the course in the other, they would speedily agree with us and remove the disabilities inflicted upon the English candidates. Indeed, at first sight, it seems strange that the solution of the difficulty has been so long delayed in view of the suggestions which have been made from time to time. That there may be an assimilation between the course of study laid down by our English Universities and the Protestant Committee, and that laid down by Laval and the French Colleges, no one for a moment expects ; and therefore, if the professional guilds continue to set aside the certificates granted by these institutions, they must in justice remodel the curriculum of studies for the

preliminary examinations, so that candidates who have passed through our English Colleges or schools may present themselves at the examination on an equal footing with French candidates, in as far as language and the other scholastic subjects are concerned. The whole question is fairly presented in the annual report of McGill University in the following terms :—

“ The subject of the entrance examinations into the study of the professions and the value of University examinations relatively to this has again engaged the attention of the University and of the Protestant Committee of the Council of Public Instruction. No relief in regard to the law of the Province of Quebec on these subjects has been obtained, and on the contrary, the Professional Councils, or some of them, have introduced new and troublesome provisions. An arrangement has, however, been arrived at with the Protestant Committee of the Council of Public Instruction, whereby the Examinations for Associate in Arts can be extended to all the Academies and High Schools, and it is hoped that this, when in operation, may establish a basis on which a system of preparatory instruction at once for matriculation and entrance on professional study can be established. We regret to say that further encroachments on the rights of the Universities on the part of the Councils of the Bar and of the Medical Profession are contemplated, which may be injurious to the true interests of professional education. These relate to the privileges heretofore enjoyed by graduates as well as to the examinations for entrance to study. Several educational fallacies underlie these encroachments. One is, that examinations alone can raise the standard of education, whereas this can be done only by well-equipped teaching bodies, such as those furnished by the Universities. Another is, that extra-academical examiners should be employed, whereas experience shows that only those who, by continuous teaching, are induced to keep up their reading and knowledge, can be suitable examiners to maintain and advanced the standard of education. A third is, that the multiplication of lectures is the best method to raise the standard of education, whereas it has been proved by experience that this can best be done by the employment of skilled and eminent professors, by the cultivation of habits of independent study and by the extension of practical work. It is lamentable that these and

similar fallacies, exploded in the most advanced educational countries, should appear to influence men who, we are bound to believe, are actuated by the wish to raise the standard of education, and not by that spirit of local and race jealousy and professional exclusiveness sometimes attributed to them. In any case, it is time that an active and earnest movement should be made to arrest the evils arising from this cause. A committee of this Corporation has been appointed to consider the matter and to confer with other bodies on the subject. In so far as the Province of Quebec is concerned, it is believed that the disabilities thus inflicted on the graduates of the Protestant Universities are contrary to the spirit of that provision of the Law of Confederation which guarantees to the English and Protestant minority of this Province the educational privileges which it possessed before Confederation, and that such action is not within the power of the local Legislature. It has been proposed to test this question by submitting a case to counsel, should our present appeals to the Local Government and legislature be unavailing. In the case of the medical profession, it seems that the rights which educated young men have to a Dominion and Imperial, rather than a Provincial career, cannot be maintained, unless a Dominion Board of Registration can be established, similar to that of Great Britain, and with power to arrange for reciprocity with the mother-country and the other colonies. The amendments recently introduced into the Imperial Medical Act would greatly facilitate such arrangements, but their full benefit can scarcely be obtained by our medical graduates till the local boards be removed and their place occupied by a Dominion Board of Registration. In the meantime, the proposal to withdraw from graduates in Medicine the privilege of registration without further examination, directly abolishes one of the rights possessed by the University before Confederation, and subjects our graduates to an additional examination on the part of a body which must necessarily be under the influence of the Roman Catholic majority and trained after its methods, as distinguished from ours. With reference to the Bar Act, it is to be observed that the whole regulation of the examination, both for admission to study and admission to practice, is transferred from the Universities to the Council of the Bar. The privilege hitherto enjoyed by the former as to the

shortening of the term of apprenticeship of graduates, without which, few students would enter on the University law course, is also made to depend entirely on the arrangements of the Council. In so far as the Protestant Universities are concerned, it is further to be observed that the constitution of the Council of the Bar in the Province of Quebec is such that it must always have a large majority of Roman Catholics, and that it might consist wholly of Roman Catholics. It thus appears that one of the most important educational privileges enjoyed by the Universities before Confederation has been removed from them, contrary to the spirit of their Royal Charters, and to the provision in that regard of the Act of Confederation, and transferred by Act of the Quebec Legislature to a body under the control of a Roman Catholic majority. We would be less disposed to make objection to this, were we of opinion that it is calculated to raise the educational standard of the profession; but, for the reasons above stated, we believe it will have the contrary effect, and can only tend to the exclusion of educated men, more especially those of the English-speaking minority, from entering into the legal profession. A statement of the rights and privileges claimed by the University has been prepared for submission to the Protestant Committee of the Council of Public Instruction, which is expected to act in the matter on behalf of the Universities as well as of the secondary schools, which are also injuriously affected by the changes in question."

Current Events.

During the late visit of the Governor-General to Montreal, the authorities of McGill University presented him with an address of welcome on the occasion of his visit to that institution. As usual, his Excellency's reply was such as to win the hearts of his audience. He showed by his remarks that he was not only acquainted with the past history of the College, but that the interest he took in its affairs was almost as deep and kindly as that of a student in his *alma mater*. In expressing the pleasure it afforded him to meet the students of McGill, he said he was sure that they had one feeling in common with the students of our British uni-

versities, namely, a tender regard and a passionate loyalty towards the place of their education. "That feeling," he continued, "is one which perhaps becomes even more fully developed after the student has become separated from his college, or university, and when amidst the rough waters of the outer world he turns his face backwards to those who first taught him how to struggle with them, and who provided him with whatever equipment he has carried with him in his journey through life. I feel sure that the students of McGill will feel that they cannot put before themselves any better rule for their guidance in life than that they will do all in their power to bring credit to their university and to add to its reputation. That reputation is an edifice which must be built up by the efforts of each of you. You cannot begin too soon, or realize too fully that whatever be the profession which you adopt, whether you are or mean to become lawyers, or doctors, or men of business, or politicians, or teachers, or instructors of others, you can each and all of you by the industry and by the sincere and upright conduct of your lives do something not only to adorn and ennoble that profession, but also to gain additional honor and estimation for the university to which you owe so much."

— The people of Portage du Fort have decided to erect a new school-house in a central part of their town. The plans are being prepared, and from the reports which have reached us, the new building will be a credit to the place and its enterprise. Dr. Purvis, who is chairman of the Board of School Commissioners, deserves the highest praise for the interest he takes in education, and we trust that he and his fellow commissioners will soon be in a position to share the honour of having placed at the disposal of their fellow-townsmen one of the finest Model Schools in the province. As we remarked, while reporting a similar case of enterprise in a former issue, we trust that such progress in local educational affairs may encourage other districts to move in this direction.

— The Teachers' Association of Quebec city have organised under its auspices a Reading Circle. The author they propose to study is Milton, and a programme has been drawn up for the guidance of the teachers at their first meeting. It is expected that several meetings will be held during the months of spring.

Miss Macdonald, of the Girls' High School, who is secretary of the Association, is prepared to receive the names of any who, living in the neighbourhood of Quebec, may wish to join the Circle. It is more than likely that the organisation of Reading Circles among the French teachers will come up at an early date for discussion. Mr. Cloutier has a paper on the subject in the last number of *L'Enseignement Primaire*, in which he points out as an example to his fellow teachers the inauguration of such a movement among the English teachers. We wish our *confrère* every success in the undertaking.

— We regret very much to learn of the continued illness of Dr. John Bennet, formerly superintendent of schools in New Brunswick. No name is more familiar to the older teachers of our sister province than the name of Dr. Bennet. As inspector in the northern district of the country, he won for himself a reputation as an educationist which induced the government, on the lamented death of Mr. Fisher, to appoint him superintendent; and the ability with which he discharged the duties of that responsible position is fully borne out by the fact that he continued at the head of the educational department for more than twelve years. He was superintendent at the inauguration of the system of free schools in New Brunswick, and was subsequently successful in re-organising the schools in St. John when he removed to that city. The record of his career as an educationist is part of the history of his adopted province; and though now for many years he has been in retirement from active service, his life's work is still fresh in the memory of those who knew him in the early days of his manly vigour. He was ever the friend of the teacher, as his valuable reports bear witness to the present day.

— The Governor-General, in referring to the subject which we have spoken of in our editorial department, during his late visit to McGill University, remarked,—“A degree-giving university occupies in the domain of education a position analogous to that occupied by a public mint in the domain of finance. It is authorised by law to affix its distinctive marks upon the intellectual currency of the country. That is a privilege which carries with it both an obligation and a right, the obligation being that of seeing that the purity of the coinage is maintained, and that all tempta-

tions to debase the standard are resisted. I have never heard it said that that duty has been discharged otherwise than conscientiously in McGill College. If that is the case, if you have respected the obligation which lay upon you, you have, I think, a right to expect that the coinage issued by you shall be accepted as a legal tender by your countrymen, and that the value of your degrees should be fully recognised in the great professions and by those who control the conditions under which they are pursued. I have no doubt that so far as your degrees are concerned, this recognition will be forthcoming, and that if, as I gather from the annual report which you have recently submitted to me, any misunderstanding has arisen upon this point, you may, when your case has been adequately put forward, count upon suitable treatment at the hands of those with whom a decision rests in regard to these matters."

— Dr. Heneker, Chancellor of Bishop's College, Lennoxville, delivered a lecture upon the "Prince Consort," under the auspices of the Quebec Y. M. C. Association, on the evening of Thursday the 3rd of March. His Lordship the Bishop of Quebec occupied the chair, and introduced the lecturer in a manner the most appropriate. The lecture was just such an one as we might expect from a gentleman of Dr. Heneker's taste and feeling. The picture he drew of our noble Queen's noble husband was one delicate in its lines, with all the parts in due proportion. The Prince's manly bearing against prejudices, his after popularity with the nation, his fatherly instincts, his pride in England's progress, were all grouped in the most attractive manner round the central point of interest to the audience—the love of a true husband. Such lectures as Dr. Heneker's leave an impression on those who hear them which cannot easily be effaced, and we trust that the Chancellor of Lennoxville will continue to give the public the benefit of his studies in connection with the lives of men like Albert, the Good.

— In referring to the death of R. A. Ramsay, Esq., one of the Governors of McGill University, the annual report of that institution contains the following biographical note:—"Robert Anstruther Ramsay was the youngest member of the Board of Governors, dying at the early age of 41. He was a graduate of this University, both in Arts and Law. In the course in Arts he

was a gold-medallist in Natural Science, and might have distinguished himself in scientific work, but for his engrossing studies in the profession of his choice. Shortly after his appointment as a member of the Board of Governors in 1880, he was unanimously requested by the Board to assume the duties of honorary treasurer, vacant by the removal from the city of Mr. Peter Redpath. In this important office, his care and watchfulness over investments and expenditures have been of the utmost importance to the University, and we are the more indebted to him for this arduous and unrequited labour, that we know it was added to extensive professional work, and was the voluntary offering of a man who had many domestic ties and public engagements, and who loved to devote his leisure to historical and other inquiries and literary pursuits, the results of which he, from time to time, gave to the public. He was one of those rare men who, with earnest and sterling character, unite business capacity and literary and scientific tastes, and was thus eminently fitted for the important position which he held in the University."

— A movement is at present in progress among the Scottish universities for the organisation of systematic courses of extension lectures upon all departments of science and literature, similar in range and aim to those which were initiated in England upwards of twelve years ago by one of our best known educationists, Professor Stuart, M.P., and which have been so successfully carried on by the University of Cambridge, particularly in the mining and manufacturing districts of the North of England and the Midlands. Many thousands of students of both sexes, and of all classes of society, now attend these lectures every year. The permanent colleges of Liverpool, Sheffield, Leeds, &c., have all arisen out of these modest beginnings, and further progress is rapidly being made.

— Steelton, a town in Pennsylvania, has in some respects one of the most unique school systems in existence. The town is a suburb of Harrisburg, being but three miles distant, and contains a population of eight or nine thousand. It owes its importance, almost its existence, to the great Pennsylvania Steel Company, whose extensive works are located there, employing about 3,500 men and a capital of nearly four million dollars.

The company recently erected and presented to the town an elegant school building, costing £20,000. They chose to do this in preference to paying over their surplus earnings to the State, as required by the laws of Pennsylvania. Ample school accommodation being thus provided, all the employés of the company are compelled to send their children to school regularly, under penalty of losing their positions. Any unnecessary absence from school may be reported at the company's office by the teachers, and when a case is so reported, the father of the offending pupil is notified to appear at the office and explain.

— There has been sent to us an exhaustive report of the investigation conducted in connection with the Stratford case by the Deputy Minister of Education for Ontario. The investigation arose from certain charges made by one of the school trustees of Stratford against the head-master of the Collegiate Institute of that town. In summing up the case, Dr. Hodgins remarks:—"The personal animus displayed so conspicuously by the complainant was a source of constant irritation to the parties concerned. It was also one of inconvenience and regret to me as a commissioner. Acts, or circumstances, that could reasonably bear two constructions, were more or less strongly presented in a light adverse to the accused. Rarely, if ever, was anything presumed in his favour. And little or no allowance was made for a man's fallibility, or errors of judgment. Opinions and inferences of the complainant were emphasized, with a view to discredit the accused, or to exaggerate the questionable character which the complainant attached to the circumstances or incident under review. Such a proceeding virtually assumed the principle that a man was guilty, on the strong asseverations of another man, and before he was proved to be so."

— The third regular meeting of the Teachers' Association in connection with M'Gill Normal School, was held in the building of that institution on Friday, the 15th of February last. The President called upon Dr. Robins to open the meeting with prayer. After the minutes were read and confirmed, Madame Cornu and Miss Green were elected members. The meeting was enlivened with a piano solo by Miss Swann, a reading by Miss Swallow, and a song by Mr. Gurd. The following papers and selections were read and discussed:—*The Puritans*, by Mr. Hum-

phrey; *Miles Standish*, by Miss M. M. Scott; the contrast between the characters of *Priscilla and Evangeline*, by Miss M. B. Scott; and selections from *Miles Standish*, by Miss Ross and Miss Bremner. At the close of this part of the programme, Dr. Robins drew the attention of the members to the fact that the subject of poetical rhythm and expression had been avoided in the various papers, a subject full of interest and profit. Afterwards a resumé of the chapter on *Examining* was given by Miss Robins, the subject being further commented upon by Dr. Robins, Mr. A. W. Kneeland, and the President. A vote of thanks to those who had contributed to the evening's programme brought the session to a close.

— In addition to the proposal for establishing chairs and lectureships of geography, which, as made by the Geographical Society, has been favourably received by the authorities of Oxford and Cambridge, it is not improbable (writes the London correspondent of the *Manchester Guardian*) that another step in the same direction will shortly be taken with the consent of the Education Department. This is the giving of special prizes on geography to pupils in the Board schools who, as proved by examination, have reached a certain standard of examination on that subject.

— The W. C. T. Union of Ontario asks that:—*First*, Scientific temperance instruction be made compulsory in all classes in our public schools; *second*, A graded series of text-books on the subject be placed in the hands of the scholars; *third*, Instruction be given regularly in this study as in other studies of the course, and similar examinations required of the pupils.

— The number of students in the several Faculties and Departments of the University in the present session is large, although the smallness of the entrance classes, occasioned by the epidemic of last year, continues to be felt in the class of the second year. There are, in all, 536 students in the several Faculties of the college proper, namely: 20 in law, 228 in medicine, 234 in arts, and 57 in applied science, three being deducted for entries in two Faculties. In addition to these, there are 41 in colleges affiliated in Arts, and 92 studying for the profession of teaching in the Normal School. There are thus 665 students, without reckoning those in the theological colleges or in the model schools of the Normal School.

— In the Donalda Special Course for Women, in connection with the McGill University, now endowed with the sum of \$120,000 by the munificence of Sir Donald A. Smith, the work of the third year in Arts is making satisfactory progress. The number of regular undergraduates has increased to 20, and the total number of students to 78. This affords encouraging evidence of public approval, and shows that these classes are meeting a real educational want. Next session, when the fourth year will be in operation, it is expected that there will be 30 regular students, and a total attendance of perhaps 100. At the close of next session, a graduating class of eight students are coming up for the degree of B.A.

— At a recent meeting of the Dunfermline Burgh School Board, a committee appointed at a former meeting to inquire into the number of hours during which the children were confined in the different schools, reported that the hours of infants varied from four hours twenty minutes to five hours thirty-five minutes and seniors from five hours thirty minutes to five hours fifty-five minutes. The committee were of opinion that these hours were too long, but in considering the extent to which they might with advantage be curtailed, it was necessary to give effect to the requirements of the Code.

Literature and Science.

—Prof. Saunders, chief director of the Dominion experimental farms, is engaged preparing a report of his recent trip. Speaking of British Columbia, he says: "The prospects are that stock-raising, fruit growing, and dairying will be there indulged in on an extensive scale. The coast climate will not prove favourable to wheat culture, owing to the excessive rain falls, but roots and fruits of all descriptions will thrive exceedingly. East of the Cascades is a fine stretch of country, unsurpassed for ranching purposes. The works in the province next year on the proposed farm will include experiments with permanent grasses suited for stock raising, as well as experiments in dairying, cereals, and roots." When the work is inaugurated, farmers from British Columbia to Nova Scotia will be able to send their grain to the central farm at Ottawa, and have its germinative powers tested free of cost.

—The question of Imperial Federation has been receiving some attention lately from the citizens of Quebec. The origin of the discussion is

to be traced to a lecture delivered under the auspices of the Literary and Historical Society of that city, by Mr. R. R. Dobell, one of the leading merchants of the Ancient Capital. Mr. Dobell, during his residence in England, was brought into contact with some of the leaders of the movement, and attended the meetings of the Federal League. He was therefore prepared to advocate Federation with some certain knowledge of the purpose and intention of the society established to promote a closer relationship between the mother country and the colonies. His lecture was a great success, though it failed to convince one or two of his audience that Federation was practicable, as was brought out in the discussion which followed the lecture.

—Specialized education does not necessarily create companionable or even sensible women; else, by parity of reasoning, would all professional men be personally charming and delightful, which undoubtedly they all are not. A girl may be a Greek scholar, a brilliant mathematician, a sharp critic, a faultless grammarian, yet be wanting in all personal tact and temper, clear observation, ready sympathy, and noble self-control which make a companionable wife and a valuable mother.

Practical Hints and Examination Papers.

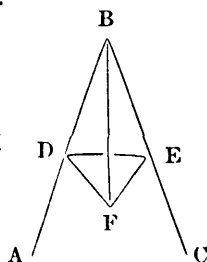
[The following we recommend as the most lucid plan of writing out an examination paper in Euclid. It is that adopted by Todhunter and Hamblin Smith in their text books. Will our teachers see that it is adopted at the June examinations.]

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 DB is equal to BE and BF is common to the two triangles DBF and EBF , the two sides DB , BF are equal to the two sides EB , BF . And the base DF is equal to EF(I. 1.)
 ∴ the angle DBF is equal to the angle EBF
(I. 8.)
 i. e. the angle ABC has been bisected. Q. E. D.

Correspondence.

H. S.—We will see that the *RECORD* is sent to the proper address. If you would supply us with the names of the various Commissioners, copies will be sent at the usual rate. If others would only follow your example, the periodical would soon be in the hands of every one connected with the educational affairs of the Province. Mr. Rexford will be glad to hear from all wishing to become subscribers.

N. T. T.—The ambition of the young teacher should be, as yours is, to make the most of the circumstances in which he finds himself. If the school should attain to the rank of an academy, the reward to your labours will cover all the difficulties of your position. It is pleasant to know that the Commissioners are determined to strengthen your hands.

W. G. S.—Correspondents should not be disappointed if their letters do not appear in the earliest issue. We shall always be glad to hear from you, as such a pen as yours can be used to the benefit of all progressive teachers.

D. M. G.—Your communication will receive attention in our next issue. Draft received. Do all the Commissioners take a copy?

G. C.—The matter has been up for consideration, but no decision has yet been reached. Will notify you as soon as arrangements are completed. The regulations, &c., in connection with the sub-examiners, and the manner of conducting the examination, are in process of being drawn up, and full instructions to teachers will be given at an early date. The teachers ought to be prepared to give the exact number of pupils intending to present themselves early in the month of May.

M. McG.—Your solution of the problem, given in a former issue by Mr. Hubbard, is an excellent one, and we will furnish it to any one who may fail to solve for himself. Had you not marked your letter "private," there are some things in it we would have liked to have taken note of. Modesty is becoming in all men, but there can be even too much of a good thing.

ONE OF OUR INSPECTORS writes:—"I never witnessed such a severe winter. The country roads, for those who have single sleighs, are absolutely impassable. In making an effort a few weeks ago, to get up to an outlying district, I was obliged to take shelter for three days, and afterwards return home. When the thaw comes, there will be no travelling."

Books Received and Reviewed.

We have received copies of the ANNUAL REPORT OF MCGILL UNIVERSITY, from which we have taken the liberty to make some extracts. It is a clear statement of the year's progress, and well worthy a perusal by all our Academy teachers. Copies of it may be had by applying to William C. Baynes, Esq., B.A., registrar of the university.

A copy of the NEW EDUCATION CODE for England and Wales has been received: it has been compiled and arranged by John Russell, F. E. I. S., and published by William Collins, Sons & Co.

SCHOOL ARCHITECTURE has been specially prepared for the use of School Commissioners and Trustees. It has also been recommended to the Department of Public Instruction, and we further recommend those who are interested in the erection of new school buildings or the repairing of old ones, to procure a copy of the book for their information.

The MANUEL OF HYGIENE for schools and colleges, prepared by the Provincial Board of Health for Ontario, and published by William Briggs, King Street East, Toronto, has been authorized by the Protestant Committee, for use among the teachers of Quebec. It is a fine compendium of useful and scientific information, which every teacher ought to be provided with.

PRIMARY LESSONS IN LANGUAGE AND COMPOSITION, by W. H. Maxwell, M.A., Assistant Superintendent of Public Instruction, Brooklyn. Published by A. S. Barnes & Co. The purpose of this book is to train young children in the proper use of words that belong to the child's vocabulary, and to give them facility in the use of such sentence forms as they can readily imitate and employ. The book is very prettily printed, and the pictures are exceedingly good. The intention of the author is to be highly recommended.

MARGUERITE, OR THE ISLE OF DEMONS, and other poems by George Martin, Published by Dawson Brothers, Montreal. Mr. Martin has had for years a local fame as a poet in the commercial capital of Canada, and the volume which lies before us justifies his claim not only to such a fame but to one very much wider. The collection of poems which he has given to the world through the press of Dawson Brothers, is one of which any Canadian may feel proud. With Mair's *Tecumseh* and Robert's *Orion* Mr. Martin's *Marguerite* takes rank among the best efforts of the Canadian literary spirit. In the short space at our disposal we cannot possibly give a proper analysis of the poem. We can say, however, that we have read the poem with the greatest of pleasure, a pleasure enhanced by the touching pathos of the poet as he fills our ear with the sad sweet tones of Marguerite's voice. The true artist is in every line of the poem; and it will appear strange to us if Mr. Martin's volume of poems does not become a favourite in Canadian drawing-rooms. The book is beautifully printed and bound in the style of the standard poets.

COURSES AND METHODS, by John T. Prince, Agent of the Massachusetts State, Board of Education. Published by Ginn and Company, Boston. This is a practical work, giving a brief plan of studies which may be pursued in elementary schools,—both graded and ungraded,—with a simple and direct statement of good methods of organization, teaching, and discipline. While designed primarily for untrained and inexperienced teachers, the hints and directions will commend themselves to all as based upon correct principles of teaching. The endeavor is to make a course of studies, neither so general as to be of little direct use, nor so definite as to apply to only a few schools.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, 2nd March, 1887.

Which day the quarterly meeting of the Protestant Committee of the C. P. I. was held. Present:—The Hon the Superintendent, the Right Rev. James Williams, D.D., chairman; Sir Wm. Dawson, C.M.G., LL.D., the Rev. George Matthews, D.D., George L. Masten, Esq., E. I. Hemming, Esq., D.C.L., the Rev. Canon Norman, D.C.L., the Venerable Archdeacon Lindsay.

Letters were read from the Rev. Dr. Weir, the Hon. Judge Church and Dr. Heneker, regretting their inability to be present.

The following correspondence and communications were submitted by the Secretary for the consideration of the Committee:—

1. From James McGregor, Esq., Huntingdon, David M. Gilmour, Esq., Sorel, and J. J. Proctor, Esq., Stanbridge, applying for First Class Academy Diplomas, under regulation V. for Academy Diplomas, and submitting certificates.

The Committee recommended that the applications should be granted upon the receipt of the necessary certificates.

2. From Bishops & Co., Montreal, presenting a map of Manitoba.

The Committee agreed to place the map on the authorized list.

3. From T. Ruddiman Johnston & Co., submitting a series of maps for Elementary Schools.

The Committee agreed to place this series on the authorized List, and to strongly recommend Nos. 7, 51, 53 British Isles, 1, 2, 3, 4, 5, 6, Geographical terms and form of the earth; 86, 87, 88, 89, Dominion of Canada, for use in the Protestant Schools of the Province.

4. From Minister of Education, Ontario, submitting text-books on

Hygiene and School Architecture issued under the direction of Education Department, Ontario.

The Committee agreed to recommend the text-book on Hygiene for the use of teachers, and to refer the text-book on School Architecture to the Department, with a recommendation that steps be taken to make the book available for Commissioners and Trustees of this Province.

5. The Secretary submitted specimens of Diploma issued by the Royal Commissioner of the Colonial and Indian Exhibition, a copy of which is to be presented to each school of the Province which contributed specimens to the Educational Exhibit.

6. The Secretary read a memorandum from the Department concerning the method of distribution of Superior Education Funds.

The memorandum was received, and consideration thereof deferred until the next meeting of Committee.

7. An application from the Protestant Board of School Commissioners, Montreal, for a grant from the Superior Education Fund, and giving reasons in support of their application.

The consideration of their application was taken up, but the final decision was deferred until the September meeting of the Committee, when the next distribution of the grants takes place.

The Secretary presented the following Financial statement of the Committee which was received, examined and adopted:—

2nd March, 1887.

FINANCIAL STATEMENT, PROTESTANT COMMITTEE.

1886.	<i>Receipts.</i>	
Nov. 24	Bank Balance.....	3117 35
	<i>Expenditure.</i>	
Dec. 14.	Portion of Dr. Harper's salary for 6 months ending 31st Dec., 1886, as Inspector of Superior Schools, chargeable to fund of Protestant Committee.....	250 00
1887.		
Mar. 1.	Bank Balance.....	\$2867 35
	Audited and found correct.	
	(Signed)	E. HEMMING.

Mr. Masten presented the report of the Sub-committee on text-books, giving a careful review of the text-books referred to the Sub-committee, and making the following recommendations which were adopted by the Committee:—

I. That Baldwin's School Management be used for Elementary Schools, Baldwin's Management and Gladman's School Method for Model Schools, and Baldwin and Landon for Academies.

- II. That instruction in Houghton's Physical Culture be left in abeyance.
- III. That there be no change at present with the Algebras.
- IV. That Gage's Physics be added to the list of school text-books that may be used in the Province.
- V. That it be left optional with the teachers whether they use the Tonic-sol-fa system or Luther Whiting Mason's text-books.

The Sub-committee on records and documents of the Protestant Committee reported that they had received these records and documents connected with the past work of the Committee, and had placed them in the charge of the newly appointed Secretary of the Committee.

Sir William Dawson presented the following report from the Universities, which was adopted on motion of Sir William Dawson, seconded by Rev. Dr. Norman.

REPORT FROM UNIVERSITIES.

I. That, in order to meet the requirements of the Academies under the control of the Protestant Committee, the Universities have agreed to modify the regulations of the University School Examinations so as to provide:—

1. An ordinary A. A. Examination in accordance with the standard of Grade III Academy Course and an advanced A. A. Examination in accordance with the present standard of the Universities ;
2. That successful pupils from the Protestant Academies, over eighteen years of age, may receive the certificates of the University, but they shall be arranged in alphabetical order without rank ;
3. That the Secretary of the Protestant Committee and the Inspector of the Protestant Superior Schools shall be members of the Board of University School Examiners ;
4. That the Secretary of the Board of University Examiners shall collect and tabulate the results of the examination of the pupils of Grade III Academies, and transmit a report thereof along with the answers of the pupils to the Secretary of the Protestant Committee as soon as possible after the examination ;
5. That the Secretary of the Board of University Examiners shall issue certificates of creditable answering to pupils of Grade III Academies, giving exact number of marks taken in each case ;
6. That no fees shall be exacted for the examination of pupils of Academies under the control of the Protestant Committee, but in order to obtain the certificates, the prescribed fees, viz., \$4.00 for A. A. certificates and \$2.00 for junior certificates must be paid to the Secretary of McGill University, who will pay over the same to the Protestant Committee after deducting the expense of the certificate.

II. That these foregoing modifications have been adopted by the Universities upon the understanding that the expenses for advertising and printing examination papers, and the expenses of the examination of Academies under control of the Protestant Committee, be paid by the Committee, and that the examinations be conducted in accordance with the regulations for the University Examinations.

The Sub-committee on Simultaneous Examination of Model Schools and Academies presented the following amended regulations for simultaneous written examination of Protestant Academies and Model Schools, which were adopted and ordered to be printed and circulated.

I. There shall be an annual written examination of the Protestant Academies and Model Schools held simultaneously under the direction of local deputy-examiners, appointed by the Protestant Committee.

II. Pupils of Grades I, II and III Model Schools and Grades I and II Academies shall be examined in the subjects of their respective grades as prescribed in the course of study, except that pupils of Grade II Academies may substitute the special course for Latin or Greek, or both Latin and Greek.

The papers for these examinations shall be prepared by the Inspector of Superior Schools. Pupils who pass in their respective grades will be entitled to receive certificates to this effect from the Department of Public Instruction.

III. The examination papers for the University School Examination, shall be adopted for Grade III of the Academies. The pupils of this grade shall be examined in the preliminary subjects, and in Group A, or Group B, of the optional subjects, as follows:—

OBLIGATORY.	OPTIONAL.	
PRELIMINARY.	GROUP A.	GROUP B.
1. Reading, Writing, Dict.	1. Latin.....	1. French.
2. Sacred History.....	2. Greek or French....	2. Geometry.
, Arithmetic.....	3. Geometry.....	3. Algebra.
4. Grammar.....	4. Algebra.....	4. English Literature.
5. Geography (Elementary).....	5. English Literature..	5, History.
6. British Canadian History.....	6. One of the following:	6. One of the following:
	History, Geography,	Geography, Chemistry
	Chemistry, or Botany	or Botany.

IV. The examination of Grade III, Academies, shall be in accordance with the standard prescribed in the authorized course of study for that

grade, and in passing in the same, the pupils shall be recommended to the universities for the title of Associate in Arts or for Junior Certificates.

V. The examination shall be held the first week in June.

VI. Pupils over eighteen years of age, may receive the certificate of the Universities and the title of Associate in Arts, but they shall not be ranked.

VII. The examination papers, including those for the A. A. examination, shall be distributed from the Department of Public Instruction by the Inspector of Superior Schools, and the pupils shall be returned to the Department in accordance with instructions to deputy examiners.

The answers of pupils of Grade III, Academies, shall be immediately transmitted, by the Inspector of Superior Schools to the Secretary of the Board of Examiners of the Universities for examination, who shall report thereon for the information of the Protestant Committee.

VIII. The maximum number of marks for each subject in grade I shall be 50; in grade II, 75; and in grade III, 100. In the examinations, pupils will not be considered as having passed in any subject, unless they have obtained at least one third (and in the case of Reading and Dictation), three-fourths of the marks attainable in that subject.

IX. The examination papers prepared by the Inspector of Superior Schools shall consist of nine questions, one from each group to be answered.

X. These papers shall be prepared for the Academy grade on each of the subjects of English, Geography and History, in accordance with the course of study, but at the option of the teacher, the deputy examiners may select any one of the three as the examination paper for all the grades. No pupil, however, shall select questions from more than one of such papers.

XI. *Privileges granted to successful pupils.*

1. Pupils who have passed for the Associate in Arts, and have taken two-thirds of the aggregate marks, and who have passed in French, shall be liable, without further examination, to enter the Model School class of the McGill Normal School.

2. Pupils who have been examined for the Associate in Arts, and who may present themselves before any Board of Examiners, in order to obtain Diplomas as teachers, shall be exempted from the Examinations in any subject (except French, Algebra, Geometry, Latin and Greek in the case of candidates for Academy Diplomas) in which they have taken two-thirds of the marks in the Associate in Arts examinations.

3. Associate, in Arts who have passed in Latin, Greek, Algebra, and Geometry, may, without further examination, enter the Faculties of Arts of the two Universities. Those who have passed in Algebra and Geometry may enter the Faculty of Applied Science of McGill University.

4. The examiners for the Associate in Arts shall furnish successful pupils with evidence of their qualifications with reference to the above.

The Committee agreed to adopt the following instructions to the Inspector of Superior Schools, Deputy-Examiners and pupils and directed that they should be printed and circulated.

A. Inspector of Superior Schools.

I. Inspection.

It shall be the duty of the Inspector :

1. To inspect the Protestant Model Schools and Academies in the Province of Quebec at any time from 1st of October to the 1st of May, giving one day at least to the inspection of each school.

2. To report on the building and furnishings of each school and the condition of the out-houses.

3. To state the number of pupils on the roll and the number present on the day of inspection.

4. To ascertain how far the course of study is being carried out in each school, and what (if any) are the obstacles to this being done fully.

5. To inquire into the work and the progress of the work in the several grades.

6. To examine the time-table, whether it is judiciously framed or not.

7. To take notes of each teacher's method of conducting his classes, whether he enlists the interest and attention of his pupils, whether there are indications of careful preparation for the work on his part or not.

8. To indicate the strong and weak points of each school.

9. To give to each teacher, privately, such judicious hints and suggestions in the conduct of his school as may seem necessary in the circumstances.

10. To prepare the examination papers in accordance with the authorized course of study, that is, fourteen subjects in Academies and twelve in Model Schools, and to submit them to the sub-committee on examination for revision and approval.

11. To submit a general annual report of the work of inspection at the September meeting of the Committee, along with the tabulated returns of the results of the written examination.

12. To submit an interim report of the work of inspection at each of the three remaining quarterly meetings of the Committee.

II. Tabulated returns of examination and inspection.

1. The Inspector shall report in regard to each school :—

(a) The number of pupils on the roll for the term in which the examination is held, and the number present on the day of examination.

(b) The number of pupils presented for examination in each grade.

(c) The number of pupils not classed in any grade and the subjects taken by them.

(d) The number of pupils that have passed in each grade and the numbers that have failed in each.

(e) The information required in form B, in which the standing of the

pupils in the several grades shall be given, and separately, the standing of the ungraded pupils in the subjects which they have taken.

2. In taking averages to avoid fractions, any fraction under a half shall not be reckoned, one half and over shall be reckoned one.

3. A copy of the examination papers shall be given in by the inspector along with reports and returns.

4. In order to be eligible for examination, a pupil must have been in attendance ninety days, at least, during the current scholastic year.

DEPUTY-EXAMINERS.

1. The pupils shall be under the direct and careful supervision of the deputy-examiners throughout the examination.

2. The examination questions will be sent to the deputy-examiners in sealed envelopes, and the examinations are to be held on the days and during the hours, and these only, which are specified on the envelopes.

3. Before opening the envelopes for the first hour of the examination, the deputy-examiner shall read aloud the special instructions to the pupils.

4. The answers of the pupils shall be written upon half pages of foolscap paper, fastened together at the top left hand corners. The pupils shall use no other paper than that provided for them. The use of blotting paper or the printed examination paper or slates for rough drafts or for any writing whatever, is strictly forbidden.

5. No persons except the head-teacher and the deputy-examiner, shall be admitted into the school-room during the examinations, and neither teacher nor deputy-examiner shall communicate with any pupil during the progress of any examination. Any necessary instruction shall be given aloud to the whole class.

6. At the hour appointed for each subject, after all books have been removed from the desks occupied, and the pupils have been given their allotted places, and provided with paper, blotting paper, pens and ink, the envelopes for that hour shall be opened and the examination papers distributed to the pupils.

7. The examination papers or any question therein, may be read aloud to the pupils by the deputy-examiner; but no explanation, whatever, shall be given as to the meaning or purport of the questions.

8. No pupil shall be permitted to enter the examination room, after the expiration of an hour from the commencement of the examination, nor after a pupil has left the examination room. Any pupil leaving the examination room after the issue of the examination papers in any subject, shall not be permitted to return during the examination of the subject then in hand.

9. At the close of the time allotted for each subject, the answers of the pupils shall be collected by the deputy-examiners, placed in the appropriate envelope provided for the purpose, and sealed in the presence of

the pupils, without being read by the teacher or deputy-examiners. No paper shall be returned to the pupils for correction or additions after it has been received from the pupils.

10. At the close of the examination, the envelopes containing the pupils' answers in the several subjects, shall be carefully packed together and forwarded to the Inspector of Protestant Superior Schools, Department of Public Instruction, Quebec.

11. No pupil shall give or receive assistance of any kind in answering the examination questions. Any pupil detected (a) in taking into the examination room, or having about him any book or writing from which he might derive assistance in the examination; (b) in applying, under any circumstances whatever, to other pupils; (c) in answering, under any circumstances whatever, applications from other pupils; (d) in exposing written papers to the view of other pupils; (e) in endeavoring to overlook the work of other pupils, shall be immediately dismissed from the examination. The plea of accident or forgetfulness shall not be received.

12. The head-teacher and the deputy-examiners of each school shall sign the following declaration at the close of the examination and forward it to the Inspector of Superior Schools:—

We hereby solemnly declare that the examination of —— has been conducted strictly in accordance with the special regulations prescribed for such examinations, that the envelopes containing the printed examination papers were opened and that the envelopes containing the answers were sealed in the presence of the pupils and at the times specified, and that the answers forwarded to the Department have been given, to the best of our knowledge, by the pupils themselves, without assistance from deputy-examiner, teacher, fellow-pupils, memoranda or text-book during the time of examination.

Signature { *Deputy Ex.*
 *Teacher.*

PUPILS.

1. Write your name (or number in case of Grade III Academies), on the right hand upper corner of each page.

2. Write as plainly as you can, and use one side only of the paper.

3. Leave a margin on the left hand side of the page. Write in the margin nothing but the number of the question you are about to answer. Do not write the question itself. Two answers on the same page must be separated by a line.

4. You must on no account ask anyone to explain the meaning of any question.

5. The full number of sheets fastened together and given to you for writing your answers must be returned. No sheet is to be separated, torn out or destroyed. Draw your pen through any writing not intended as an answer or part of an answer.

6. Your answers must be written upon the paper provided. The use of other paper, blotting paper, the printed examination paper, or slates for rough drafts or any writing whatever, is strictly forbidden.

7. You must not communicate with any pupil or other person in the room, directly or indirectly, during the progress of an examination. You must not give or receive assistance of any kind in answering the questions, either from pupils, memoranda or books. Any infraction of this or the preceding rule will involve the loss of the whole examination.

The Committee agreed, that as candidates for teachers' diplomas are now required to pass an examination on Physiology and Hygiene, that this subject shall form part of the course of study for Model Schools and Academies, and that half an hour a week be devoted to the study of the text-book prescribed for the Elementary and Model School diplomas.

The Sub-committee on guarantees of Protestant Education reported progress to the effect that a conference had been held with representatives of the Universities, and that statements have been prepared of the special points requiring attention.

The report was received and the Sub-committee was continued, with the addition of the chairman; and was instructed to prepare and publish a report, embodying the statements referred to, and all points of immediate importance with reference to Protestant rights. The Committee was further requested to confer as early as possible with all persons and bodies influential in the matter, so as to guard the interests of Protestant education as effectually as possible.

The Inspector of Superior Schools presented an interim report of his work of inspection up to date, which was accepted by the Committee.

The Secretary reported for the information of the Committee, that it is the intention of the Institute Committee to hold four Institutes next summer, beginning as follows: Lennoxville, July 12th; Bedford, July 19th; Aylmer, July 26th, and Orms-town, August 2nd. Each meeting will continue four days. In order that the work of the Institutes may not be confined to a short session of four days, a course of study has been prepared which teachers may read up during the next six months, and so add very much to the value of the Institutes. At the close of each Institute, a set of questions will be given to each member of the Institute, who has attended regularly. The members

will be required to prepare answers to these questions at their leisure and return them to the Secretary of the Department. When these answers have been examined and marked, the certificates of attendance with the percentage of marks gained will be mailed to each member.

The lecturers at these Institutes will be Dr. Robins, Dr. McGregor, Dr. Harper, and the Rev. Elson I. Rexford.

Dr. Robins will take up Object Lessons, and Goldsmith's Deserted Village, and has given instructions concerning a preparatory course of reading. Dr. McGregor will take up Arithmetic and Simple Mensuration.

Dr. Harper will discuss Class Management, as in Baldwin's School Management, Part VI.

Rev. Elson I. Rexford will continue the subject of School Discipline, as in Baldwin's School Management, Part III.

The following summary of the Semi-Annual Financial Statement of the McGill Normal and Model Schools, from the 1st July to 31st of Dec., 1886, was submitted by the Secretary for the information of the Committee:—

McGill Normal and Model Schools in account with the Superintendent of Public Instruction.

1886.	DR.	
July 1. To Balance from 30th June.....		60 70
Balance from Model School Association....		493 33
Balance at Saving's Bank Account, Special Deposit.....		499 50
Amount of Cheques from Normal S. Grant.		7458 68
Amount of Model School Fees.....		1561 35
Special Deposit Savings Account for Cheque W. H. Hicks.....		500 00
		<hr/>
		\$10573 56

CR.

By Normal School Salaries.....	4791 94
Assistant Teachers' Salaries.....	1213 80
Books and Stationery.....	586 82
Light and Fuel.....	529 15
Water rates.....	41 66
Contingencies.....	180 21
Printing and Advertising.....	141 82
Repairs.....	158 79
Bursaries.....	380 00

Bonus to Principal Hicks.....	1200 00
Balance Model School Fees.....	493 33
“ “ “ “	356 54
Special Saving's Bank balance.....	499 50

\$10573 56

Moved by Sir. Wm. Dawson, seconded by Dr. Matthews and resolved.

That it be a request to the Government that in the event of the superannuation or retirement of the present care-taker of the McGill Normal School, the office in future be an annual appointment under the Normal School Committee, with salary as at present.

That the Superintendent of Education be desired to prefer the above request.

Moved by Sir. William Dawson, seconded by Rev. Dr. Norman.

That the Chairman, Dr. Heneker, and Dr. Matthews, be a sub-committee to wait on the Government with reference to the amendments required in the Educational Law, and also with reference to the questions relating to Professional examinations. Carried.

The Committee agreed that the Chairman and Dr. Matthews be a Sub-committee to collect, re-arrange and complete the regulations of the Committee and to report at the next meeting, and that the Secretary be requested to act with the sub-committee. Confirmed.

(Signed) J. W. QUEBEC,
Chairman.

ELSON I. REXFORD,
Secretary.

SUPERIOR SCHOOLS.

The effort that has been made to re-arrange and improve the annual inspection and examination of our model schools and academies and to apply the new system for the current year, has naturally led to some delay in placing the full particulars before the teachers. A preliminary circular, however, was issued, which gave the teachers sufficient information to guide them in their work until the final scheme could be arranged. Definite regulations have now been adopted and circulated and teachers are in possession of all the facts.

There are four points to be noted.

First, there is to be an annual inspection of each school, as distinguished from the examination, under a regular inspector of superior schools.

Second, there is to be an annual simultaneous written examination of all the Protestant Model Schools and Academies of the province during the first week in June under the direction of local deputy examiners.

Third, pupils who pass in the prescribed subjects of their respective grades will receive certificates to that effect.

Fourth, arrangements have been made with the University authorities to grant pupils who pass in grade III Academies the certificate of the Universities and the title of Associate in Arts.

These are the main points of the new regulations. This arrangement completes the gradation of our Protestant educational institutions from the lowest grade of the elementary school to the graduating class of the University. The course of study now leads by regular gradations from the elementary schools to the highest grades of the academies, and when the pupils pass the examination of this grade, they are received into the Universities without further examination. This scheme must commend itself to every friend of education, and it should receive the active support of all persons interested in our superior schools. The new departure depends for its success upon the loyal support of those connected with the superior schools. The head teacher of each school should join with those interested in the school in facilitating the working of the scheme. We must be prepared for friction and for mistakes in connection with the first examination, which will not occur in subsequent years. If the head teachers of the schools will study carefully the regulations for the examinations and the instructions to deputy examiners and pupils, and then prepare their pupils for a strict observance of these, under the direction of the deputy examiner, the success of the examinations will be secured.