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GEOMETRY *versus* EUCLID.

To a great many people the assertion that the teaching of geometry from Euclid's book in the schools—and especially in the preparatory schools—is a positive hindrance to the teaching of science will be regarded as paradoxical, if not, indeed, erroneous. Yet I *do* make the assertion; and I base my confidence in its truth mainly on the experience which I have gained as an examiner of boys who have finished their school education.

Geometry is about the oldest of the sciences, and Euclid's venerable work bears all the characteristics of a book compiled at a remote time when such science as existed was a kind of mysterious possession in the hands of a few experts to whom intricate technicality of language was (as Swift would say) a principle of great emolument. The inventor of a new science is only too prone to build it up with an elaborate and technical system of definition and nomenclature, hoping thereby to emphasise its importance and to cultivate a wholesome awe in the uninitiated. In this way is established a particular kind of jargon which becomes distinctive of the science, and of its professional exponents.

The growth of such a system is well exemplified in other domains than that of science. For example, there is not, I think, any game in vogue in England which possesses such an elaborate technical jargon as that of golf, and the rule which is always observed in such matters is here strictly

recognised—viz., the less the intrinsic merit of the subject, the more elaborate the accompanying jargon.

We are all very familiar with the Euclid jargon. Some of us, indeed, have somehow come to believe that no proof of proposition can possibly be valid unless it is presented in this orthodox form.

A modern Euclid for the use of schools is sometimes a model of soul-destroying systematisation. I have before me such a work in which the process of arriving at the conclusion that two angles of a triangle are equal if the sides opposite to them are equal, reminds me of the process of walking across a lawn over the surface of which have been stretched innumerable threads in various directions for the purpose of tripping up the unwary.

The number of heads under which a well-taught modern boy will arrange the most simple proposition is wonderful: "general enunciation," "particular enunciation," "hypothesis," "construction," "demonstration," "conclusion" must all figure, or else the proof is "no good." Only a boy who has been careless says, "if two triangles have three sides of the one equal to three sides of the other, the triangles are equal in all respects"—a very simple truth which I received once in the following form from a boy who was much more careful of the orthodox jargon: "if two triangles have two sides of the one respectively equal to two sides of the other each to each, and likewise also their bases, or third sides, equal, then shall the three angles of the one triangle be equal to the three angles of the other triangle, and the triangles shall be equal in every respect."

Observe that in the Euclid jargon nothing ever simply "is"—it always "shall be."

In finding fault with Euclid as a book for beginners I have, of course, no right to charge it with the enormous number of definitions, and the dissertations on the various kinds of propositions ("positive," "contra-positive," &c.) which some of the school-books set right in front of the beginner before the first proposition of the first Book is reached.

Still, it is by no means the paragon of logical clearness that it is commonly alleged to be. Take, for instance, its very first definition: "a point is that which has no parts." This is an excellent definition of *absolute nonentity*, but not of anything that can be pictured in the mind. Some

editors of Euclid, feeling that there is something wanting in this definition, have (they think) vastly improved it by saying that "a point is that which has *position* but no magnitude"—as if *position* is more easily grasped than *point*. Then again (still at the threshold of the subject) the beginner is taught to believe that he is getting a very definite conception of a right line in the definition, "a right line is that which lies *evenly* between its extreme points"—as if the meaning of "evenly" is at once beyond question.

But of all the elementary conceptions in Euclid that of an *angle* is the one which most puzzles a beginner, and remains unrealised for the longest time. "An angle is the *inclination* of two straight lines to one another." Here again we have one obscure term defined by another equally obscure; and we know by experience that, unless the conception is presented in a very different way, the obscurity will be permanent.

Moreover, it is possible to point out a self-contradiction in Euclid. Thus his definition of a circle makes it to be a disc—"a circle is a plain figure *bounded by one line* called the circumference"—so that, clearly, the whole of the space inside (or, possibly, outside) the circumference is *the circle*, whose mere boundary is the circumference; and, if so, two circles can, of course, intersect in an infinite number of points—over an extensive area, in fact; but this is contradicted by Euclid in the tenth proposition of Book III., according to which one circle cannot intersect another in more than two points.

These, it may be admitted, are comparatively minor considerations, and the defects might be corrected by judicious teaching.

It is chiefly in the way in which the fifth and sixth Books of Euclid are apprehended by boys that the necessity for a change in the system of teaching is to be seen.

Those mediæval technicalities "duplicate ratio," "subduplicate ratio," "sesquiplicate ratio," and some others are drummed into the heads of boys as if they were terms of the utmost scientific importance. What mathematician ever uses such terms, or even thinks of them in his investigations?

The simple and extremely important fact that the areas of two similar figures are to each other as the squares of corresponding linear dimensions is presented to the begin-

ner in the nineteenth proposition of the sixth Book in the words "similar triangles are to one another in the duplicate ratio of their homologous sides"—a statement which is singularly deficient in accuracy inasmuch as it omits to say precisely what two qualities or quantities connected with the triangles are thus related (colours, shapes, sizes, or what?); and the result is absolute confusion in the minds of a very large number of boys.

Let me illustrate this by a few *bona fide* examples. In reply to the question, "What are similar triangles, and what is the relation between their areas?" the following answers were received:—

(1) A triangle is similar to another triangle when their sides are proportional, and when the homologous sides of one are in duplicate ratio to the homologous sides of the other.

(2) If two triangles have the sides about an angle in each proportional and the other angles of the same affection, the triangles are similar. Similar triangles are proportional to the bases on which they stand, and are to one another in the duplicate ratio of their homologous sides.

(3) Similar triangles are those which are equal in area to each other and are in the same proportion to each other as the duplicate ratio of their homologous sides.

(4) When the angles are similar the areas are similar, when the areas are similar the angles are similar, when the sides are similar the areas are similar.

(5) Similar triangles are equal in all respects—sides equal to sides, angles equal to angles, areas equal to areas. Similar triangles are to each other as their bases.

(6) Similar triangles are to one another in the duplicate or subduplicate ratio of their homologous sides. Their areas are as the square or square root of their bases according as it is in the duplicate or subduplicate ratio.

(7) Similar triangles are to one another as their bases. They are also to each other in the duplicate ratio of their homologous sides.

(8) Triangles are said to be similar when they have their corresponding sides equal and are equal in area. Similar triangles are to one another in the duplicate ratio of their homologous sides.

Each of these exhibits a pleasing variety and a liberal-minded, large-hearted toleration of conflicting views.

Such examples might be multiplied almost indefinitely, and they show clearly the impotence of the dictum "similar triangles are to one another in the duplicate ratio of their homologous sides" to convey any real knowledge to the mind of the ordinary learner. "Duplicate ratio" and "homologous" are mere sounds, to the latter of which violence is often done, inasmuch as I have frequently met with "homolicus" and "harmologous" sides.

Now, as regards the amount of time which is spent in the schools by young boys in acquiring the elementary facts and conceptions of geometry from Euclid's book, I know that very many months are occupied in attaining to the twelfth proposition of the first Book. I have before me, in fact, a fair-sized treatise written for the purpose of guiding boys along Euclid's exact path to this proposition.

There is absolutely nothing in the first twelve propositions that could not be taught far more effectively to a boy of ordinary intelligence in a few days, if only a rational style of teaching geometry were adopted; but if the exact language and pedantic professionalism of the school Euclids must be followed, to the weariness of the boy's mind and the quenching of his interest, it becomes a very long process indeed—ending, in the case of a large number, in utter failure.

Moreover, the current practice which insists on compelling boys to study geometry in an order and language characteristic of mediæval times, when no physical sciences existed, is a hindrance to the study of such sciences now, inasmuch as geometry is one of the foundations of all exact science; and it is obvious that if an intelligent knowledge of geometry is postponed, the physical sciences must be kept back also.

The plea that Euclid's book is unrivalled as an exposition of clear logical method and arrangement, and, as such, must be the foundation on which to build geometry, is vain—for the simple reason that it is not in England (where Euclid is worshipped), but in France and Germany (where Euclid is unknown as a text-book), that the great discoverers in geometry have been produced.

The late M. Paul Bert, Minister of Public Instruction in France, published a little book on the proper method of teaching geometry to beginners, in which he severely satirised the faults of the existing procedure; and, again,

the late Rev. W. A. Willock (father of Dr. Sophie Bryant), in his "Elementary Geometry of the Right Line and Circle," has similar excellent remarks on this subject. "It is almost certain," says Dr. Willock, "that Euclid wrote his 'Elements' not for boys, but for grown-up, hard-headed thinking men."

Certain concessions have been made to the advocates of reform, led chiefly by Mr. Hayward—notably by the University of Oxford and the Civil Service Commissioners; and, in the existing state of affairs, it is not reasonable to expect more.

It will be clear from the foregoing that, in my opinion, a more rapid progress in the study of science generally would ensue from any system which would facilitate and accelerate the understanding of geometry by boys in the very elementary stage; and to this end I would suggest that the initiative should be taken by the Universities of Oxford and Cambridge. Our vast system of competitive examinations renders it necessary that a fixed source of authority on the order of deduction in geometry should exist. Such a source is Euclid at present; but a better one might, without serious difficulty, be drawn up by a University Committee, and its adoption by the schools and colleges throughout the country would follow as a matter of course. The chief difficulty is to avoid "fads"; but I learn, from conversation with a distinguished master in the largest of our public schools, that sympathy would not be wanting in an attempt to improve existing methods.

GEORGE M. MINCHIN.

Practical Hints and Examination Papers.

—THE BREADTH OF EDUCATION.—Dr. William R. Harper, in stating in the *Methodist Magazine* the views on Education of Dr. Vincent, the promoter of the Chautauqua movement, says: "Education is not to be confined to formal study. It includes this, but it includes much more. Books alone are insufficient. One must come in contact with people, and especially with the ablest men and women specialists, scientists, littérateurs, great teachers who know how to inspire and quicken minds, and from whom a special inspiration may be gained for the doing of special service. One must travel at home and abroad, and bring

himself into contact with the locality in which the great lives of the world have been lived and its great events enacted. Perhaps more may be gained than in any other way from personal thought and meditation, in hours during which one is able to examine himself and hold before his soul a mirror in which shall be reflected his inner life and thought." It has always been a source of grief to Dr. Vincent that he did not avail himself of a college training.

—PRACTICAL GEOGRAPHY.—This is the month to review the summer trips of teacher and pupils. No excursion, if it be the only one the child has taken during the holiday season, no matter how short it may have been, should be slighted. The short journey is the connecting link in the child's mind between his home and the great world beyond. Let the child find on the map the first large place that he could reach by the road on which he was travelling. Encourage children to gather specimens of the natural products of the places they visit or of their own locality if they have not been away—grasses, flowers, minerals, the products that make the country's wealth. Every Canadian school-house might have hung upon its walls, as the work of the pupils, pieces of cardboard with the various natural products neatly mounted on them and correctly labelled. One large card might have specimens of the most important productions of the forests, lakes, plains, rivers and mountains of the Dominion, a smaller chart specimens from the province, and a still smaller card those of the locality. The process of selection would be an admirable exercise for teacher and children. The work should be well done. It is not work for the teacher only but for the children. It will be "education by doing."

—GOOD FOOD FOR THE CHILDREN.—"In order to do good work in this world," says Huxley, "one must be a good animal." We want our children to be good animals, sound of body and strong of muscle. In several respects children brought up on the farm have an advantage over city children. The foundation stone of success at college and in after life, in the various fields of activity to which college graduates find an entrance, was laid on the farm in the plentiful exercise of ploughing, hoeing and general work which called forth a healthful appetite for bread, butter, milk, cream and salt pork, for which the farm is famous. There the physical strength was built up, without

which the mental strength is of little value. So many great minds have seemed to absorb the small weak bodies in which they were enshrined. We do not want this for our children. Let us as teachers do what lies in our power to build up good strong bodies for the children. We have one half hour a week for hygiene assigned to each grade. Let it be practical as well as theoretical; more practical than theoretical. How frequently we have been pained at the sight of poor little children trying to study with ill-nourished bodies, the blood so weak that the little brains were unresponsive to the most alluring method of presenting a subject. It is very frequently not knowledge of the laws of health that is wanting but actual food and clothing. Sometimes the sympathies and purses of teachers are taxed beyond endurance. Teachers, especially in large cities, provide both food and clothing for scores of children under their charge, and do this on very meagre salaries. There is no calling in life that makes greater or more persistent calls upon the sympathies and the wallet than that of the teacher. In certain cities free lunches are provided for those who care to have them, and in this way these children get at least one good meal a day. Might not a certain amount of money be set apart by School Boards for the purpose of feeding the hungry children. The hardest work on earth is trying to teach a hungry child.

—THERE is no teaching until the pupil is brought into the same state or principle in which you are; a transfusion takes place; he is you, and you are he; there is a teaching; and by no unfriendly chance or bad company can he ever quite lose the benefit.

Emerson.

—It is a good divine that follows his own instructions; I can easier teach twenty what were good to be done, than to be one of the twenty to follow my own teachings.

Shakespeare.

—THE childhood shows the man as morning shows the day.

Milton.

—THE spirit of insight is more necessary to the doctor, the naturalist and the geometer than the spirit of geometry. Gladstone was reading Homer and writing Latin verses during his whole life at Eton; he was barely taught the

elements of arithmetic. Reverse the circumstances, imagine him a profound arithmetician but with no literary training. It is very doubtful if he would ever have become an incomparable financial minister.

Fouillée.

—IT is little matter what you learn, the question is with whom you learn.

Emerson.

—I AM at school now as a student, every day; and unfinished *curricula* reach out into undefined futures. I shall never “finish” my education.

Chancellor Vincent.

REMINDERS.

—GYMNASTICS can never take the place of play in the life of the child.

Children are not going to speak English correctly by merely studying an English grammar.

Let one subject in the school course throw light upon others.

The child without thoughts finds composition hard. When thoughts come the pen moves easily. Therefore, let the compositions of children be on subjects suited to their age. What can they know of the “pleasures of friendship” and “the beauties of a spring morning”? They feel these things but cannot separate them from their other joys as subjects of composition. But when a child wants to soar above his everyday life, do not hold him back, correct his errors.

Because you have taught a subject in a certain way for twenty years it does not follow that that is the best way. It is the most familiar way to you.

As a rule the hours of school are quite long enough for the preparation of lessons—of so-called home lessons.

All children desire to *know*. Sometimes the wrong knowledge is desired.

It does not follow that a child knows what is on a page of his text-book because he can say it by heart.

In a week or so some of the teachers will be standing in the presence of very small classes, in some cases as few as five, six or seven pupils. Remember that you *may* have a Shakespeare, a Milton or a Bacon; you certainly *will* have

boys and girls with minds capable of almost indefinite expansion. If you grow weary and discouraged with the smallness of the number of your class an irreparable injury will be done to the five, six or seven pupils—an injury, the extent of which will continue as long as time lasts. Be faithful to the few. Wait with patience for the time when the numerous small schools of a country district shall be gathered into one large school.

The teacher's reward is to see the light of thought illumine the face of each pupil.

The child should work for the love of work, not to gain some paltry prize or to surpass his school-mates.

—THE NATIONAL EDUCATIONAL ASSOCIATION OF THE UNITED STATES.—This Association met at Los Angeles, California, last July. It has grown to an almost unwieldy size, consisting of ten departments. These are the Departments of Elementary Education, of Secondary Education, of Higher Education, of Normal Schools, of Business Education, of Physical Education, of Natural Science Instruction, of School Administration, of Libraries, and Indian Department. The last named was added this year. These departments have separate buildings, or at least separate halls of meeting. The teachers and citizens of Los Angeles accorded the Convention a right royal welcome last July. Let not Qubec be behind in this matter if Montreal be chosen as the next place of meeting of this largest body of teachers in the world. Some of the subjects that occupied the thoughts of the teachers were "Usurpation of Home by the School," "Educational Journalism, its Trials and Triumphs," "The Usefulness of the University," "The School in Relation to the Higher Life," "Vices of Childhood and Youth," "The Path of Least Resistance in Education," "In Fundamental Civic Ethics, What Ought We to Teach as the American Doctrine of Religion and the State," "Continuous University Sessions," "The Study of Education in the University," "Observation as a Factor in Training School Work," "Claims of Commercial Education to a Place in our Public School System," "Play Instincts," "Relation of High School to College Mathematics," "*Quo Vadis*, School Board," "How to Acquire a Taste for Good Reading" and "Use of the Library."

SOME THOUGHTS FROM THE PAPERS READ.

"The years of childhood come but once, the lessons they teach and the experiences they give can never be eradicated."

"We rise in the scale of being on stepping stones within ourselves and not by climbing over others."

"Each song should bear the musician's stamp and be tuneful without the support of the piano." This referred to the kindergarten specially.

"One should not break the spirit and freshness of childhood by too much discipline."

"Assembly rooms are to be attached to every school-house for the use of the people every day and every evening of the year."

"Vacation schools are becoming a necessity."

"The ideal education is suggestive rather than commanding." "This is the gist of the problem of education: So to adjust the pupil's environment that he may engage in right activities freely, successfully, joyfully."

"Dislikes, antagonism, adverse under-currents of feeling sap energies which should be utilized in fruitful school work."

"True school progress lies between uniformity and individualism, and it is the privilege of teachers to teach according to their best judgment."

"Some parents have believed that the educating or failing to educate their children was a matter for their sole decision; but the conception of the State seems to be that the child does not exist entirely for the parent's good but for the good of all."

"The manual training teacher must be first of all a teacher—everything in education and culture and character which we would have other teachers be. But he must also be a good mechanic. Unworkmanlike work is not educational. The teacher must be a good cabinet-maker if he is to be a good character maker."

—THE citizens of Los Angeles contributed \$14,000 to the Convention, and feel that they have been amply repaid in the money left them by the teachers, but still more in the impetus given to education and the closer drawing of the

ties between home and school. The teachers of Los Angeles gave over \$1,500 for fruit and flowers, and they feel repaid in the hearty expressions of gratitude heard on all sides.

—A TEST IN GRAMMAR FOR CHILDREN.—Put appropriate words, either verbs, adjectives or pronouns in the following blank spaces:—The greatest number of faces that can be seen at once — two. He, you or I — going to sing. He or you — going to school. Either John or James — reading. Neither of them — a book. Let you and — ride a race. Divide the candy between you and—. Neither the dog nor the cat — eating hay. The man's horse is the — of the two. Did you really believe it was —? Is it —? Many high words passed between Mr. Povy and —.

—WHY OBJECT LESSONS FIND A PLACE IN THE SCHOOL COURSE.—The thinking teacher continually asks herself in relation to each branch that she teaches, "Why do I teach this subject, of what use is it to my pupils?" She has not far to seek the correct answer or an approximation to the right answer in relation to reading, writing and arithmetic. But if one may judge from the way in which this subject is taught, object lessons present a difficulty to the majority of teachers. The name of the subject has not the slightest flavor of *book* about it. It is *object*, and objects the child should have to examine from all points of view. The great value of object lessons is the bringing of the child into contact with things in contradistinction to names. How many words we use in everyday life that call up no distinct image to the mind. That which cannot be handled or at least be well represented has no place in the object lesson class. The bringing the child into contact with things themselves under proper direction develops the faculty of *observation* and therefore furnishes opportunity to the child of comparing and contrasting objects, experimenting upon objects, noting results and drawing conclusions. In the second place, in bringing the child into direct contact with nature we are teaching him to be orderly and methodical. Is not order Heaven's first law? In the third place to multitudes of children object lessons have opened the door to original research. Many a successful man in various field of research has looked back to the object lesson class as the birthplace of his genius. Then again, the

study of natural objects in a familiar way has laid a good foundation on which the superstructure of the natural sciences has been built. To children thus brought into contact with nature natural science can never simply mean a long string of hard names. Still further, this probing into things gives the child the weapon with which he can slay falsehoods in some statements and verify other statements. Again object lessons brighten the lives of children by giving them opportunities to use the brain, hand, eye, etc., practically, the senses are the doors by which knowledge reaches the brain. They teach the child to love nature and to be kind to living things. Herbert Spencer says, "To *tell* a child this, and to *show* the other, is not to show it *how to observe*, but to make it a mere recipient which weakens rather than strengthens its powers of self-instruction, which deprives it of the pleasure resulting from successful activity, which presents this all-attractive knowledge under the aspect of formal tuition, and which thus generates that indifference and even disgust with which these object lessons are sometimes regarded. On the other hand to pursue the true course is simply to guide the intellect to its appropriate food, and to habituate the mind from the beginning to that practice of self-help which it must ultimately follow. Children should be led to make their own investigations and to draw their own inferences. They should be told as little as possible, and induced to discover as much as possible." When the child has thoughts and drawn inferences from his own observation the next thing is to give him the language to clothe his thoughts and to show him an orderly way of stating his thoughts and inferences.

There are several unwise methods of procedure in conducting object lessons that it might be well to warn the teacher against. Never use a book in the class. The *teacher* may require a book for purposes of comparison, to see that her own observations are correct. The teacher should not interpose herself between the object and the child. The child should receive *information* through object lessons, but first and foremost his senses should be trained, the power of attention increased, observations should be made more intelligently and comparisons more accurately stated. Too many subjects should not be taken up in one year. The teacher should not do the bulk of the work in

collecting objects for the lesson. Objects should not be seen by the children in false relations to other objects; therefore excursions to the woods, fields, etc., are valuable aids to knowledge. The teacher should not question the child in a disorderly way. After an object has been analyzed its fragments should not be left scattered about but should be formed into the complete whole. Object lessons should not stand apart from other subjects, but should be correlated with reading, writing, language lessons, arithmetic, drawing, modelling, etc. Untidiness of arrangement should not be allowed. No fitter closing to these few remarks on object teaching could be made than to quote the plaint of Carlyle, who never enjoyed the pleasures of object lessons: "For many years it has been one of my most constant regrets that no school-master of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meeting me with a salutation which I cannot answer as things are. Why did not somebody teach me the constellations, too, and make me at home in the starry heavens which are always overhead, and which I don't half know to this day?"

—AGRICULTURE FOR ELEMENTARY SCHOOLS.—The young teacher examining her "Course of Study for Elementary Schools" sees "Object Lessons" or "Useful Knowledge" as one of the subjects of instruction. She further sees under these last headings the subdivisions: Form Study and Drawing, Color, Size, Weight and *First Notions of Agriculture*. This last subject is further defined by a note to the effect that "Special attention to the Plants, Animals, Forest Trees and Minerals of the Province and their uses" is to be given. A teacher who has spent all her life in the city will probably learn as much as she teaches the first year. Boys and girls brought up on the farm know the calls of birds, the sounds they make and the places they select for their homes, the coloring of their eggs, the various kinds of bills that birds have, the different uses they make of them, and the nature of the food as determined by the character of the beak of the bird. They can distinguish the forest trees and the trees of the orchard; they know the various kinds of grain and the insects that destroy them. They have followed the complete

life of the frog while playing in the streams of the fields. They can distinguish the various kinds of soil, and know what plants flourish best in a clay soil, in clay loam or sandy loam, etc. But there are more things that they do not know, and it is the teacher's place to supplement the knowledge of the children, correct their mistakes and help them to an orderly habit of observation and thought and statement. She must interest the children in the farm, the stock, the crops, the pests of the farm, the birds and insects that are the farmer's friends, the useful trees and the ornamental trees, the domestic animals and the wild animals of the locality, the garden flowers and the wild flowers in their season, teach them to love nature in her various moods, get the children to observe the wonderful provisions for all things that breathe, to note the changes in nature—in animals, trees, fields, flowers and so forth, so that they may realize that there is no more necessary or nobler work in the world than that of the farmer.

Official Department

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, May 19th, 1899.

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

Present:—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; George L Masten, Esq.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; W. S. Maclaren, Esq.; W. J. Watts, Esq., Q.C., M.P.P.; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D.; John Whyte, Esq.; Inspector James McGregor.

The meeting opened with prayer.

Mr W. J. Watts was introduced and welcomed as member of the Council of Public Instruction, having been appointed by the Lieutenant-Governor in Council to succeed the Venerable Archdeacon Lindsay, resigned.

The Secretary reported that he had received a copy of an order in council approved on the 18th instant, by which

Mr. Gavin J. Walker, of Lachute, had been appointed as member of the Council.

The Reverend Dr. Shaw, Mr. Finley, and the Honorable Justice Lynch sent regrets for unavoidable absence.

The resignation of Dr. Norman as associate member of the Protestant Committee and of the Central Board was read and accepted.

Dr. James Dunbar, Q.C., of Quebec, was elected to succeed Dr. Norman as associate member of the Protestant Committee.

Mr. G. W. Parmelee resigned as member of the Central Board of Examiners. The resignation was accepted.

Moved by the Bishop of Quebec, seconded by Mr. Rexford, and

Resolved,—That the Reverend A. T. Love, B.A., and Inspector Parker, B.A., be recommended to fill the two vacancies on the Central Board.

Inspector McGregor was appointed to succeed the late H. Hubbard, Esq., on the Board of Examiners for the examination of candidates for the position of Inspector of Protestant schools.

It was resolved that it be a recommendation of the Protestant Committee to the Government :—That an allowance of six hundred dollars be granted to defray expenses incurred by the teachers in attending educational conferences, the same to be chargeable to and taken from that portion of the \$50,000 which may properly be regarded as set apart for the special needs of Protestant education.

A letter from the Secretary of the University Board of Examiners was read in relation to the date of the June examinations.

It was moved by Dr. Robins, seconded by the Lord Bishop of Quebec, and

Resolved,—That the question of the time of holding the Matriculation and A. A. Examinations and the Preliminary Examinations be referred to a sub-committee *ad hoc* consisting of Principal Peterson, Chairman of the A. A. Board of Examiners, the Reverend Mr. Rexford and Mr. Masten, with instructions to consider and report at the next meeting of the Committee.

NOTICE OF MOTION.

I beg to give notice of motion, for consideration at the next regular meeting of the Protestant Committee of the Council of Public Instruction :

1st. That in accordance with the second alternative suggested by Art. 450 of the new Code, the amount of money accruing annually from the sale of marriage licenses be devoted to Protestant elementary education.

2nd. That whenever a rate of three mills in the dollar is not sufficient under ordinary circumstances to support the necessary elementary schools in any municipalities complying with the regulations, the marriage license fees and the poor municipality fund, in addition to their share of the common school fund, be divided among such municipalities in proportion to the daily average attendance of pupils during the school year ;

3rd. Municipalities desiring to obtain a share of the marriage license fees and of the poor municipality fund must make application to that effect to the Superintendent of Public Instruction on or before the first of September in each year ;

4th. That the application must be accompanied by a certificate from the school Inspector of the district stating, first, that the school law and regulations have been faithfully carried out in the municipality ; second, that the teachers are competent ; third, that there are no arrears due by solvent persons ; fourth, that the taxes are insufficient to support the necessary schools during the school year.

(Signed,) JAMES MCGREGOR.

A letter from Mr. Lippens was submitted along with samples of a chart for teaching fractions which he wished to have approved for use in Protestant schools.

Moved by Mr. Ames, seconded by Mr. Love, and

Resolved,—That the Fractional Charts of Inspector Lippens be referred to the Text-book Committee with instructions to report regarding the same at the next meeting as to the advisability of having them formally recommended by the Committee.

Applications from various persons for diplomas were read and submitted to Dr. Peterson and Dr. Robins for ex-

amination and report. After examination of the documents submitted they recommended that an academy diploma be granted by the Central Board to Mr. E. Smith upon his passing a satisfactory examination in Latin, Greek and Trigonometry; a model school diploma to Miss L. M. Kerr after she has made good the required standing in Latin and French, and has passed in school law. They further recommended that Miss Kate A. Chisholm be allowed to take the examination for an advanced elementary diploma in McGill Normal School, and to receive a kindergarten diploma there as an equivalent for the extra-provincial diploma she now holds; that Miss A. L. Stevenson receive an elementary diploma after examination in school law, or a model school diploma after examination in Latin as well; that Mr. L. T. Miller receive an academy diploma after satisfactory evidence of successful teaching for one year since his course in pedagogy; that Mrs. A. M. Brouse receive the first class academy diploma; that other applications be held over for further information. Upon motion the report was received and the recommendations were adopted.

A sub-committee to prepare for the distribution of the superior education funds at the September meeting was appointed, to consist of the Chairman and the Teachers' representative as members, *ex-officio*, with Principal Shaw, Mr. Rexford and Mr. Love.

The sub-committee on examinations submitted its report, which, on motion, was adopted as amended. The sub-committee was continued with power to fill any vacancies that might occur in the list of examiners.

The Secretary reported that owing chiefly to changes in the school law and regulations it was necessary to amend certain other regulations of the Protestant Committee, and submitted the following:—

PROPOSED AMENDMENTS TO PROTESTANT COMMITTEE REGULATIONS.

1. To regulation 23 add: "Women graduates who have taken German may receive academy diplomas entitling them to act as assistants in an academy. They are subject to the same conditions as to rank in their subjects as are the men."
2. Regulation 22, section 2, the words "The candidate shall then remit to the Secretary of the Central Board

- of Examiners a fee of five dollars, and shall receive from him notification of the days of examination," to be replaced by "candidate shall remit for the Central Board of Examiners the fee of five dollars with his application, and shall receive notification of the days of examination."
3. From the end of regulation 25 strike out the words "In accordance with 1965 R.S.Q."
 4. Regulation 26, second line, replace "Section 24 or 25" by "sections 22, 24 or 25;" and in the eighth line replace "In these two cases" by "In these cases."
 5. Regulation 76, fourth line, strike out the word "arithmetic."
 6. Regulation 71, section 12, to read: "To prepare the examination papers in accordance with the course of study for superior schools, and to submit them to the sub-committee of examiners for consideration and approval."
 7. Regulation 74 to be replaced by: "In these written examinations pupils shall be considered as having passed in their respective grades, provided they pass in all the subjects specified in the course of study. However, pupils who fail in not more than two subjects may be passed at the discretion of the examiners if the aggregate of marks is high enough to justify such exceptional action."
 8. Regulation 81, in the fifth line, replace "one-third" by "forty per cent;" and in the sixth line replace "three quarters" by seventy-five per cent.
 9. Regulation 35, sections one and two to be struck out. Section 4 same regulation, last line, "and boards of examiners" to be replaced by "and the board of examiners."
 10. Regulation 86 to be replaced by the following: "Deputy examiners shall observe the instructions given in regulation 30."
 11. Regulations 113 to 118, both inclusive, to be struck out.
 12. Regulation 161, second line, the word "quadrennial" to be struck out.

Moved by Mr. S. P. Robins, seconded by the Reverend Mr. Love, and

Resolved,—That this Committee approve the amendments to the regulations now submitted by the Secretary, as ne-

cessary to the harmony of the old and new regulations, and order their transmission to the Lieutenant-Governor in Council for authorization.

It was moved by Professor Kneeland, seconded by Inspector McGregor, That the New Canadian Geography be added to the list of text-books submitted to the Lieutenant-Governor in Council for authorization, provided that a satisfactory increase be made to the matter relating to the British Isles.—Carried.

Mr. J. Whyte read a report on behalf of the committee on elementary schools.

It was moved by Mr. Whyte, seconded by Mr. Masten, and

Resolved.—That the report be received and adopted, and that the Secretary be instructed to send copies of the report to the Roman Catholic Committee, and to ask their co-operation and support in order to get the suggestions put into active operation; and that the present sub-committee be continued at the call of the convener.

The report of the Inspector of superior schools was read.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

1899.	<i>Receipts.</i>	
May 19—	Balance on hand	\$1,526 10
1899.	<i>Expenditure.</i>	
Feb. 28—	G. W. Parmelee, salary to June 1st..	62 50
April 17—	J. M. Harper, salary to July 1st....	300 00
Feby. 28—	Edwin Cox & Co., address to Dr. Robins.....	\$125 00
	Frame.....	5 00
		130 00
Feby. 3—	<i>Chronicle</i> Printing Co., 100 minutes..	5 00
Feby. 28—	T. J. Moore. supplies for Dr. Harper..	15 15
	<i>Daily Telegraph</i> , printing minutes...	15 00
March 30—	T. J. Moore & Co., binding minutes, 28 vols.....	16 50
	<i>Chronicle</i> Printing Co.....	6 00
		<hr/>
		\$550 15
	Balance on hand as per bank book...	975 95
		<hr/>
		\$1,526 10

1899.

Special Account.

March 30—From City Treasurer of Montreal... \$1,000 00

1899.

Contra.

March 30—To Dr. S. P. Robins for McGill N.
 School \$1,000 00

Examined and found correct.

(Signed,) R. W. HENEKER,
 Chairman.

Dr. Dunbar was added to the sub-committee, in place of Dr. Norman, *re* Normal School finances, and to sub-committee on legislation.

After the reading of the rough minutes the meeting adjourned to meet on the 29th of September, unless called earlier by the chairman.

G. W. PARMELEE,
 Secretary.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 9th June (1899), to detach from the school municipality of Sainte Scholastique, in the county of Two Mountains, lots Nos. 343 to 349 inclusively, of the cadastre of the parish of Sainte Scholastique, forming districts numbers three and four of the said parish, and to erect them into a separate and distinct school municipality under the name of "Mirabel."

To annex to the school municipality of Saint Michel No. 5, in the county of Yamaska, the territory known by the name of "The Lots," from and including No. 737 to and including No. 761 of the cadastre of the parish of Saint Michel d'Yamaska, for school purposes.

To detach this part of the cadastral number 215 of the parish of Sainte Rose, county of Laval, which is between the road of "La Grande Côte" and the one of "La Petite Côte," of the school municipality of the "Haut de la Grande Côte," of Sainte Rose, and annex it, for school purposes, to the school municipality of "Haut de la Petite Côte" of Sainte Rose, in the same county.

The foregoing erections to take effect July 1st, 1899.

To erect into a distinct school municipality, for Roman Catholics only, by the name of "Fort Coulonge," county of Pontiac, the following territory, to wit: Lots 3, 6, 7, 8, and part of lot No. 12, in the range A, of the township of Mansfield, county of Pontiac.

$\frac{1}{2}$ lot No. 1, and lots 3, 4, 5, 8 and 10 of the range B, of the same township, lots 1, 2, 3, 4, 5, 6, 7 and $\frac{1}{2}$ lot No. 11, as also lots 13 and 14 of range I, of the same township.

Part of lot No. 1 of the village.

Also the parts of lots 15 and 16 of range I, of the same township, belonging to Roman Catholics.

His Honor the Lieutenant-Governor has been pleased to appoint Messrs. Wm. D. Graham, junior, and Henry Grey, school commissioners for the municipality of Arundel, county of Argenteuil, to replace Messrs. Joseph Boyd and John Silverson, whose terms of office have expired.

31st August—1. To detach from the school municipality of Saint Alphonse de Thetford, county of Megantic, the following lots, to wit: Nos. 14, 15, 16, 17, 18, 19 and 20 of the ranges I, II, III and IV of the township of Thetford;

2. To detach from the school municipality of the Saint Cœur de Marie, same county, the following lots, to wit: Nos. 8, 9, 10, 11, 12 and 13 of the IVth range, and lots Nos. 12, 13, 14, 15, 16, 17, 18, 19 and 20 of the ranges V and VI of the said township of Thetford;

3. To detach from the school municipality of Saint Pierre de Broughton, the following lots, to wit: 7, 8, 9, 10, 11, 12 and 13 of the IIrd and IIIrd ranges of the said township, and also lot No. 7 of the IVth range of the aforesaid township of Thetford; and to erect this territory into a distinct school municipality, by the name of "Saint Antoine de Pontbriand," county of Megantic.

This erection to take effect only on the 1st of July next, 1900.

To appoint Messrs. Edouard Leclerc, Cyrile Lamy, François Rouleau, Joeffrey Houle and Onésime L'Allier, school commissioners for the new municipality of the village of Saint Paul de Chester, county of Arthabaska.

24th August—To appoint school commissioners:

Beauce—Saint Charles de Spaulding: Messrs. Samuel Grondin and Pierre Audet, continued in office.

Bonaventure—Restigouche: Messrs. Colin T. Firlotte and John Oatman, continued in office.

Témiscouata—Notre-Dame des Sept Douleurs: Mr. Arthur Ouellet, continued in office.

Chicoutimi—Grande Baie: Mr. Napoléon Dallaire, to replace Mr. Pitre Lalancette.

Dorchester—Saint Abdon: Revd. M. V. Thomas Lauzé, priest, and M. Thomas Giroux, the former continued in office, the latter to replace Mr Théodore Dutil.

Appointment of School Trustees.

Scoulanges—Saint Zotique (Côteau Landing): Mr Edwin French, continued in office.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 1st of September, 1899, to make the following appointments, to wit:

1. Mr. Jean-Baptiste Primeau, of the city of Montreal, school inspector for the county of Two Mountains and of Terrebonne, except the municipalities of Saint Faustin and of Saint Jovite, to replace Mr. J. P. Nantel, deceased.

2. Mr. Jos. Trefflé Molleur, of Saint Alexandre, county of Iberville, school inspector for the county of Rouville and of Saint Hyacinth, and the municipalities of Saint Dominique, Sainte Rosalie and Saint Pie, in the county of Bagot, to replace Mr. Evariste Picard des Troismaisons, deceased.

3. Mr. Joseph Hébert, of Saint Valentin, county of Saint John, school inspector for the counties of Montcalm and of L'Assomption, and the municipalities of Lanoraie and of Lavaltrie, in the county of Berthier, to replace Mr. Joseph Cyprien Dupuis, absent from the province.

4. Mr. G. S. Vien, of Lauzon, county of Levis, now school inspector for the counties of Levis and part of the county of Dorchester, school inspector for the county of Montmorency, except the municipalities of Saint Adolphe and of Laval, for the city of Quebec, and the municipality of Saint Roch North, to replace Mr. Joseph Prémont, deceased.

5. Mr. L. S. Abdon Guay, of Saint David, county of Levis, now school inspector of the county of Lotbinière and of part of the county of Megantic, school inspector for the county of Levis, and that of Dorchester, except the municipalities of Sainte Justine, Sainte Germaine, Sainte Rose de Watford, Saint Zacharie, Saint Prosper de Watford and Saint-Benjamin du Lac à Busque, to replace Mr. Vien, transferred to another district.

6. Mr. L. S. Omer Pagé, of Saint Louis de Lotbinière, county of Lotbinière, now school inspector for the county of Pontiac, and of part of the county of Ottawa, school inspector for the county of Lotbinière and the municipalities of Sainte Julie, Saint Calixte de Somerset, Sainte Anastasie, Nelson, Notre-Dame de Lourdes, Plessisville, Inverness and Saint Pierre Baptiste, in the county of Megantic, to replace Mr. L. S. Abdon Guay, transferred to another district.

7. Mr. Frs Xavier Guay, of Saint Maurice, in the county of Champlain, is appointed school inspector for the county of Pontiac and the west part of the county of Ottawa to the Valley of the river du Lièvre, exclusively, to replace Mr. Pagé, transferred to another district.

The former appointments and commissions of Messrs. G. S. Vien, Ls. Abdon Guay and Ls. Omer Pagé being revoked.

CIRCULAR OF ADVICE TO THE SUPERIOR SCHOOLS FOR 1899-1900.

The attention of the principals and head teachers of the Superior Schools is respectfully drawn to the following suggestions for 1899-1900; and for the guidance of this office they are requested to send by return of mail a postal card with the names of the members of their staff as well as the names of the Chairman and Secretary-Treasurer of the Board of Commissioners or Trustees. Last year there was not a little inconvenience from teachers failing to send in a return.

1. A copy of the Course of Study and a neatly written or printed Time-Table should be framed and hung up on the wall in each room. This year a direct report will be made of the appearance of each class-room; and the teacher of each department should put forth every effort to improve the environment by means of maps, charts, and wall decorations, including a flag of the Empire and one of the Dominion, with a picture of Her Majesty Queen Victoria. Each class-room should be supplied with a full set of maps, charts and apparatus required for the school grades, and application should be made to the Commissioners for such. At the end of the year, the names of the schools excelling in this respect will be specially mentioned.

2. The fourth competition for the best kept grounds has taken place this year. The prizes awarded in this com-

petition are a first prize of \$100, a second prize of \$50 and a third prize of \$25. The award is made on (1) the spaciousness of the grounds, (2) the separation of the ornamental in front from the ordinary play-ground, (3) the situation of the outhouses hidden away as they should be behind shrubbery, and (4) the number of trees planted and their arrangement. Wherever possible a flower-stand or two should decorate the approach in front. In preparing to take part in such a competition, every effort should be put forth on the part of the teachers to enlist the sympathy of the Commissioners and community. As the accompanying schedule, indicating the scope of the Inspector's Report, shows, a note will be made this year as to what the teachers and Commissioners have done in preparing to enter upon such a competition in the near future.

3. The schedule indicating the scope of the Inspector's Report makes plain what ought to be done to have the school take a high standing in point of equipment, etc. The teacher may fill in all the blanks that can be filled in without the Inspector's assistance, and retain the figures until the date of the Inspector's visit.

4. Last year there was some little misunderstanding in regard to the kind of specimens of work which should be submitted to the Inspector at the time of his annual visit. This year every pupil is to prepare a specimen of his or her writing. These specimens are to be arranged in order of merit by the teacher and presented to the Inspector during his visit. They should be written on paper of a uniform size and neatly pinned together. Similar specimens, one from each pupil, are also to be prepared by all the pupils taking drawing and book-keeping. The teacher will also be prepared to present a list of pupils in the classes in reading, with the names of the pupils arranged in the order of merit. The classes in oral French and hygiene will be conducted by the teacher, assisted by the Inspector.

5. In English the pupils of Grade I. Model may confine themselves to the scope of the Course of Study, special attention being given to the analyzing and comparing of sentences. The quoting of special literary extracts will not be asked for at the examination of this grade. In the other grades the analyzing and quotation of extracts will be confined to the authors prescribed, with no alternative papers provided this year.

6. In French the scope of the grammar questions will be that laid down in the Course of Study without special reference to the pages of any of the prescribed French grammars. The translation required of the pupils of Grade I. Model School will be the first five prose extracts from the Progressive French Reader (Part I.) Pupils of Grade II. Model School will be prepared to translate any extract from the first fifteen pages of the above reader; pupils of Grade I. Academy will take up the first seventy pages of the same book, and pupils of Grade II. Academy will study the first seventy pages of the Progressive Reader (Part II.) In the last two grades the dictation and retranslation will be confined to the first ten prose extracts.

7. In Latin, the scope of the grammar questions, as in the French, will be that laid down in the Course of Study without special reference to the pages of any of the prescribed Latin grammars. In Grade II. Model School, the pupils will be expected to translate any easy simple sentence with the help of a vocabulary. The Course of Study definitely indicates the scope of the translation in the other grades. Questions may be expected on the geography of Ancient Gaul and the history in the chapters to be translated. In the translating of English into Latin, the words used will be taken from the chapters selected for translation. In the last two grades special attention should be given to the idiomatic forms of the ablative absolute, the accusative before the infinitive, and the gerundive construction. The attention of the pupils should also be directed to a thorough knowledge of the genders of the nouns, the principal parts of the verbs and the four participial forms. In translation, a sound English sentence should always be required as an equivalent to the sound Latin sentences of Cæsar. Pupils in Latin should also be trained to give English words that are derived from the Latin words being translated.

8. The scope of the examination in English and Canadian history will be confined to the limits laid down in the Course of Study without any special reference to the pages of any of the prescribed text-books, which the School Commissioners are free to select from, as the teacher may direct. In Grades I. and II. Model School only the more prominent events need be taken up.

9. In the schedule indicating the scope of the Inspector's

Report, special mention is made of physical, vocal, sentence and moral drills, and the teacher should not fail to have these in operation throughout the year. (1.) Physical drill, with exercises carefully planned out by the teacher, is not to be had in schools only for exhibition purposes. It should be engaged in daily, between times, as a healthful exercise. Vocal drill includes elocutionary effects and the promotion of good reading and speaking in the classes. Indistinctness of utterance can only be checked by a sound vocal drill in simultaneous reading and singing. (2.) The making of sentences, written or spoken, is an exercise which should accompany every lesson, the teacher always refusing to accept from the pupils in their answers anything in the shape of bad or broken English. In this connection synthesis, or the composing of sentences from elemental phrases, should receive serious attention, as ensuring a practical result from the study of analysis. As a method of hearing a lesson there is no readier way than to draw a portion of the information acquired, from each pupil in the class in a well turned sentence. (3.) The moral drill may include a thorough knowledge of the Ten Commandments as further developed in the precepts of the Sermon on the Mount, and as illustrated by the virtues and vices of those of the heroes of history of whom the pupil has some knowledge. The Ten Commandments and the Sermon on the Mount should be carefully memorized as a preliminary to this drill in every school.

10. The principal or head teacher, who has by regulation a supervision of the whole school, is earnestly requested to distribute this circular among his associate teachers and the Commissioners. As was said in the circular of last year, The spirit of co-operation should prevail in all our work connected with the school life, and should any of our teachers have suggestions to make for the improvement of our schools, it is needless to say that, in the future as in the past, such suggestions will always be gladly received and considered by the Inspector. Through such co-operation no mistake has ever been allowed to militate against any school or pupil.

J. M. HARPER,
Inspector.

Office of the Inspector of }
Superior Schools. }

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1899, (ACADEMIES.)

NAMES OF ACADEMIES.	Grand Total Marks.		Pupils in Ex. Grades.		Grade I Ac.		Grade II Ac.		Grade III Ac.		Lat. Grk. Frc		Geom. Alg.		Arith.													
	Percentage.	Enrolled.	Passed.		Failed.		Presented.		Failed.		Presented.		Failed.		Presented.													
			Enrolled.	Passed.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.														
Aylmer	7480	56	40	25	10	15	11	2	0	6	4	2	0	2	8	13	16	7	18	7	2	10	14	11	21	4		
Bedford	5872	161	31	20	14	6	11	3	2	0	1	12	2	0	1	1	10	10	18	2	5	2	17	1	17	1		
Coaticook	8910	74	35	24	20	4	12	9	3	7	6	1	5	0	1	3	15	9	24	0	10	1	24	0	24	0		
Coampton Ladies' College	8815	69	33	21	13	8	8	4	2	1	1	8	5	3	3	0	15	2	13	8	18	3	20	1	14	4		
Cookshire	11697	156	52	39	21	18	14	5	13	6	7	0	5	1	6	5	1	9	12	33	14	10	27	6	33	6		
Cowansville	7928	63	53	23	12	11	9	3	6	7	4	3	7	5	2	2	14	8	2	0	15	8	21	2	2	10	3	
Danville	1904	74	58	44	35	10	7	3	4	7	5	2	1	7	4	2	29	11	11	4	25	0	2	8	20	5	22	3
Dunham Ladies' College	9113	461	47	25	15	10	7	3	4	7	5	2	1	7	4	2	11	10	19	3	20	12	3	20	1	17	3	
Granby	10021	74	72	22	18	4	3	5	0	6	4	2	1	7	2	2	0	14	3	19	3	20	1	92	4	87	4	
Huntingdon	4323	71	64	96	54	12	17	0	37	30	7	30	26	4	12	11	1	49	23	9	0	75	21	94	2	20	19	
Inverness	6531	63	23	14	12	2	1	0	1	3	3	0	8	0	1	1	4	2	1	4	2	1	4	11	0	4	9	
Knowlton	13984	65	69	35	31	4	1	5	15	13	0	10	9	1	2	1	7	1	31	4	30	5	22	5	32	3	30	
Lacate	23220	75	71	37	48	9	17	12	5	20	18	2	17	15	2	3	0	30	21	6	138	19	54	3	25	12	54	5
Lennoxville	3291	73	26	12	11	3	2	1	3	3	0	2	2	0	4	0	6	2	6	6	11	4	1	12	0	11	1	
Ormstown	12762	53	66	42	23	19	12	4	8	12	7	5	17	11	6	1	0	20	12	0	1	21	21	37	4	10	13	
St. Francis College	15061	69	72	37	29	8	10	6	4	10	10	12	9	3	5	4	1	13	15	1	0	30	7	34	2	11	14	
St. Johns	2985	54	18	11	5	6	5	2	8	3	1	2	2	1	1	1	0	3	8	5	8	3	2	4	10	1	8	
Shawville	10762	65	40	32	24	8	12	11	12	8	4	8	5	3	3	0	12	4	0	24	8	29	3	7	12	25	7	
Sherbrooke	21150	61	71	56	55	1	20	0	17	17	0	9	0	10	9	1	14	6	5	4	58	1	58	0	51	5		
Stunstead W. College	11683	49	40	40	26	14	4	2	2	17	16	1	8	5	3	1	0	10	9	3	2	26	14	27	5	21	6	
Sutton	5543	160	41	16	9	7	7	2	5	3	1	2	5	0	1	0	2	3	10	6	14	21	4	4	11	5	11	
Three Rivers	3820	42	27	16	11	15	8	2	1	6	0	6	0	1	2	0	4	14	0	2	0	18	2	7	0	19	1	
Valleyfield	17955	171	88	44	34	10	13	8	5	10	10	0	12	8	4	0	8	118	5	1	0	38	6	44	0	12	14	
Waterloo	44615	80	786	109	104	5	43	41	0	23	23	2	7	6	1	83	3	4	0	99	10	107	2	39	5	41	3	
Westmount	44615	80	786	109	104	5	43	41	0	23	23	2	7	6	1	83	3	4	0	99	10	107	2	39	5	41	3	

STATEMENT OF RECEIPTS AND EXPENDITURES OF PRIMARY
TEACHERS' FUND FOR THE SCHOOL YEAR 1898-99.

Receipts.

Stoppages of 2 per cent.:	
On public school grant.....	\$ 3,200 00
On superior school grant.....	1,000 00
On salaries of normal school professors. ...	450 22
On salaries of school inspectors.....	686 44
On salaries of teachers in schools under control.....	16,647 41
On pensions paid during the year.....	754 24
Paid to the Department by teachers them- selves.	130 71
Interest to 30th June, 1898, on capital account..	9,160 37
Annual Government subsidy,.....	1,000 00
Unclaimed checks cancelled.....	344 07
Amount transferred from capital to revenue ac- count.....	9 89
Balance in trust refunded by the Provincial Treasurer.....	2,440 91
Amount borrowed to supply deficiency.	4,683 85
Total.....	<u><u>\$40,508 11</u></u>

Expenditure.

For pensions.....	\$ 40,244 51
Expenses of administration	263 60
Total.....	<u><u>\$40,508 11</u></u>

Balance in trust in the hands of the Provincial Treasurer, derived from surplus accumulat- ed between 1886 and 1891, to first July, 1898	\$ 2,440 91
Amount refunded to the Superintendent to sup- ply deficiency.....	2,440 91

1-5 P.M.

Papers and Discussions :

- (a) "Overpressure in Schools" Mr. N. T. Truell.
- (b) "The Personality of the Teacher Re-appearing
in the Pupil" Dr. McCabe.
- (c) "Tendency of Present Methods and Discipline
in the Formation of Mental and Moral
Character" Miss L. B. Robins, B.A.

8-10 P.M.

Music and Addresses :

- (a) "Education to fit Boys and Girls for Agricultural Pursuits" Prof. Robertson.
- (b) "Child Study" Dr. F. Tracy.

Saturday, Oct. 14, 9-12 A.M.

Papers and Discussions.:

- (a) "Physical Culture" Dr. R. Tait McKenzie.
- (b) Discussion led by Mr. W. A. Kneeland, B.C.L.