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CATALOGUE FOR TEACHERS.

The issue of a catalogue by William Drysdale & Co., of Montreal, for the benefit of teachers who have undertaken to provide the best of reading material for their pupils through the growing school library, is of sufficient importance in itself to merit commendation from those who desire to see a school library established in every community. To make the study of English the interesting study it ought to be, the school library is a necessity, and, as the teaching of English seems to be on the point of being recognized as the objective point of all school work, too much cannot be said to arouse our teachers to take up the question in the true spirit. To make this study a pleasure, as Miss L. B. Franklin has said in the Virginia School Journal : a labor of love must be the teacher's aim. " Our souls are in the keeping of our loves." The first requisite for this end is that she loves it herself. Here no perfunctory teaching will answer, enthusiasm begets enthusiasm, and so mutual is the effect, that if the teacher needs a selfish gain to allure her, she will be amply repaid for her sleepless nights and laborious days by the glow of joy that pervades her whole being, at the sight of the learning faces of her pupils—her criterion of success and the only one necessary. Until this is accomplished, her work is not commenced ; and if she does not finally attain

it, her work, be its scope what it may, is an utter failure. Here is the responsibility and the privilege of fostering, often even implanting, a taste that potently affects the pupil's whole life. Reading is not solely, nor primarily, a pastime, but the wisdom of earnest seekers after truth, students of man and life, to whom God has granted a keener insight and a subtler instinct, whose books are "laboured and distilled through all the needful uses of lives," can but arm and strengthen head and heart, and enable us to deal more effectively with the problems of every day life. Reading good books from compulsion, or a sense of duty, frequently causes aversion. With most pupils, unless their taste has already been vitiated or they are morally unsound, it is necessary only to introduce them to the best and purest. Avoid warning them against the filthy slime and mud of literary cesspools. When you expatiate on their horrors and abominable rottenness, many will be tempted to explore for themselves these forbidden regions. "We needs must love the highest when we see it," and when they once really see the highest, when they revel in its beauties, see the wisdom of its researches, breathe in its pure atmosphere, they will never

"On this fair mountain leave to feed
And batten on the moor."

Frequently they must be gradually wooed from their old idols, and here especially each teacher must be her own general. No educational canon can close or be complete. No two schools can be taught exactly alike. Some need help here, some there. Some like one book, some another. There can be but one or two invariable rules. Never let your work drag, if a book palls, put it aside wholly, or until your class can be educated up to it. Never use a book which you enjoy, but which is above the comprehension or taste of your class, merely to dazzle them by your superior attainments. Unless you really love a book, beware of expressing admiration from a sense of duty. Children have a wonderful instinct for detecting fraud of this kind, and you succeed only in injuring your influence and the book also. The best results are attained when you work with your class. In that communing of pupils and teacher there springs up a fine interplay of sympathy, enthusiasm, and ideas otherwise unattainable.

Some seem to think that patriotism is born of the study of a sectional literature, and grow over-enthusiastic at times in glorifying the literary productions of a colony, such as Australia or Canada, on its way towards independence. But

genius is cosmopolitan, and we are the heirs of the literature of all ages. If we do not absolutely believe that patriots, like poets, are "born, not made," do we not believe that patriotism consists in loving your fatherland, not in hating others, that a form of patriotism equally as high as dying, sword in hand, for your country is living for it, using your best energies for its good, elevating yourself and those around you, storing your mind with the wisdom of ages to this end? Good books have doubtless been written in this age, but time, the great critic, has not winnowed this day's literature yet. Many things make a book popular to-day that will be forgotten to-morrow. The felicitous treatment of a matter of popular but transitory interest may cause a book to ride the topmost billow of popularity that will be found "flat, stale, and unprofitable" when the subject ceases to absorb general attention. We want the wisdom of an age, not its folly. The wisdom that has had the approval of the past is most apt to be the wisdom of the future. Use, therefore, in the school-room only such authors as have been tested and approved by a large collective judgment; thereby your pupils lose nothing and gain much. If these modern authors be not ephemeral they will still be popular when school days are over and your pupils free to read where they will.

So much has been said against the old and pernicious habit of literary puddle-sipping that it is superfluous to speak here of the necessity of staying with an author till your friendship is old enough for you to feel a proprietorship in him, to question him, and probe to the quick of his thoughts.

Poetry and prose must both offer their delights. Many children enjoy poetry read aloud, when they could never be induced to read it to themselves. They must first feel the magic of rhythm through the sense of actual hearing before its music can be made real through the imagination.

THE COUNTRY SCHOOL AND THE GRADED SCHOOL.

Has the country school in it any element of strength which the graded school has not, comes to be an interesting question in our province, where the graded school has, it is said, more attention paid to it than the elementary school. What is this element? asks a superintendent. Can we discover it? Are the country boy's deprivations really a source of gain to him? They are not wholly a loss.

There is education in harnessing a horse as the completed task is the outcome of intelligent procedure toward that end. Whatever the boy does in the line of industry, having a purpose to reach a certain end, left to his own resources as to means, but held accountable for the results, is educating. If education is shown in employing means and adjusting conditions to secure a desired result; in doing promptly what the present enjoins; in persevering to the end and refusing to yield to obstacles which may be overcome; in impressing obedience to duty and teaching the relation of cause to effect, the greatest of all schools is—the Farm. Not that farm work is intellectual *per se*; but it teaches the necessity of doing things, and responsibility is woven into the life of the child and finds expression in his character. Not the parent's wisdom always, but the necessities of the case demand promptness in and excellence of performance to the extent of the child's ability. You can realize the value of these habits asserting themselves in the school room. It is one reason why arithmetic is the study in which country school pupils most delight to excel. Its principles of exactness and indubitable relation of connected parts to the completed solution, harmonize with their outside training, which requires that a false step must be retrieved before farther progress is advisable. There is vigor and animation in completed thought, and strength is gained by the development of an idea even though its issue be the work of the hand guided by the purpose which the mind conceives. Toil, producing results which the child can perceive and appreciate, is the first step in systematic education. Labor, in time, whether mental or manual, will be guided by intelligent purpose and will not rest content with less than fulness of performance, which always means an adaptation of means to the end. The habit of moulding thought into completeness follows upon the practice of doing things properly and in season. I have often by a series of questions, intentionally misleading and designed to test the firmness of their grasp on truth, made pupils in graded schools repudiate well established principles of geometry. I have rarely succeeded in catechising a country boy out of a tenable position, unless embarrassment weakened his powers of defence. There are so many things in the line of useful industry that the country boy knows how to do so much better than his teacher does, that he often rises to the dignity of being patronizing. As he is competent to teach things, he is in an attitude to be taught. He has become self-reliant and practical through drawing upon his own resources. The rude

coasting-sled as it speeds down the rough country hill-side is an emblem of purpose crystallized by industry. The handsome sleigh which glides along our sidewalks has planted no germ of creative purpose in the child who guides it.

What substitute for farm duties can be provided for the city boy? Parental solicitude, if it was more wise than fond, could readily solve the problem. Though we should assume the obligation, we are not in a position to discharge fully the duties it imposes. But we may partially make good the parent's neglect by assigning work in which labor and its results are in such contiguity that their relations can readily be perceived. Drawing has a value for children more far-reaching than the artistic talent it develops, in that the end to be attained gives direction to the effort put forth and proper combinations result in a completed whole. Besides neatness, accuracy and judgment are furnished a field for exercise. The conception becomes clearer because of the necessity of manifesting it in visible form. Industrial education, if the process be made an exemplar for intellectual effort, might be productive of much good in inculcating the habit of completing a task. But if expertness of the hand is the object in view, there is danger that the function of the school may be diverted from its legitimate purpose. Just as soon as the schools, which may be denominated elementary, take an industrial aspect, their usefulness is gone. An apprentice in a machine shop will learn more about the use of tools than can possibly be taught him in any workshop which is an attachment of a public school. But if the workshop is kept subordinate to the school proper, helpful in the habit it forms, inspiring in the purpose it creates, it may prove a valuable adjunct.

At its best, this is but a poor substitute for those activities which have to do directly with the daily affairs of life, as the element of responsibility is largely lacking. An error is a matter of little moment in the one, as it displaces no cog which jars the onward movement of real business; with the other it is serious, as the consequences involve others and may be far reaching. If the garden is neglected its scanty yield cannot be accepted philosophically by the boy, as the rights of others have suffered abatement at his hands.

Can we, by agitation, induce the parent in the city to throw a little of the burden of business on his boy with a view to strengthening his mental and moral fibre? Our duty to the boy comprehends one with reference to the parent. The school should be simply supplemental to the home in the matter of

inculcating a sense of duty, but the parent has abdicated, while still demanding the full measure of revenue in the form of well-poised young men and women. Can we not have meetings of patrons as well as meetings of teachers to hear the truths of which we are the bearers? What if the truths we teach are unpalatable? One of the beatitudes contains a promise of reward for the practice of this virtue, and it is only when "the weary are at rest" that the teacher can hope for the crown he has earned by having kept the faith and having fought the good fight.

Passing over the question for whose discussion other provision has been made, as to whether our graded schools attempt too much in the way of extended knowledge, and too little in the way of thoroughness; it may be well to enquire whether it is advisable to maintain school during ten months of each year. Of course I can appreciate the force of the argument that a period of idleness extending through more than two months of each year is beset with dangers to the child.

This is assuming that the parent is to be relieved of all responsibility for the care of the child. If the young people are to be absolved from all sense of duty while school is not in session, then a vacation of two months is an evil. It seems to me, however, that less time would be wasted in a vacation of three months than in one of two months, as the school would not then promise such immediate relief to the parent of his conscious neglect.

Even in the matter of intellectual development there would be gain in shortening the term. There is something in the character of knowledge which requires time for the adjustment of the material from which it is constructed. It is only when the muscle recovers from the fatigue of exercise that it is capable of manifesting the strength it received through the exercise. Have you not noticed the parallelism in mental effort? How after the problem is solved and rest is taken the solution expands? What before was understood, clusters about this developed thought until it becomes the centre of a little system, all arranged with the exactitude which is a law of perfect knowledge. Had we rushed on, satisfied with the mere solution, the truths connected with it would not have paid instant homage to their chief and would remain separate problems for us to solve.

The child needs time to let the thought grow undisturbed as well as we do. We cannot force maturity by anticipating the duties which belong to the future. Ten months' continuous

work in the school-room gives a surplusage of facts. Time and exercise are co-ordinate factors in mental development, and the latter cannot supplant the former without making abortive what time would mature. The child's constructive energy must be given opportunity for expansion. He must be permitted to grow up to his knowledge, and make it practical by the tests he will subject it to in the current of general life. If he does not it will not become a part of himself.

Five-sixths of the year in school means a great many formal tasks which eventually result in weariness and languid effort. One hour's clear, connected thought is worth more than a day of shilly-shallying. Nine months instead of ten would relieve school work of a degree of tedium which makes it distasteful. Besides nine months of intellectual labor fills full the measure of the child's capacity, and removes, measurably, the danger of forming bad habits of thought.

THE VALUE OF LITERATURE IN MORAL TRAINING.

Moral training as now practically realized in the public schools rests principally upon the inculcation of maxims of moral conduct and their enforcement by authority. This system leaves a gap which literature is well calculated to fill. Under the most rigorous system of authority there is still room for much moral badness that cannot be reached by this means. A child may, for instance, be harsh or even cruel in his treatment of animals and other children. He may be greedy, surly, selfish, discontented; he may be obscene in his language, and a pollution to the whole neighbourhood. The traditional minister's son often illustrates this fact. When the child becomes a man, he may give way to one after another of a whole catalogue of vices; he may, for instance, become a tyrannical husband and father, a worthless or injurious citizen; and yet from infancy to manhood never suffer seriously from the retribution of violated law. An additional danger is, that when authority is relaxed, the habits it has established may give way, and the child surrender to the dictates of a bad disposition. Thus the widow's son may become a comfort or a heart-breaking sorrow to his mother.

The chief defect in our present system seems to lie in the feebleness of its influence upon the ideals and disposition of the child. This is in many cases left to accident, whereas

much might be done through literature in all cases. The present tendency to give moral lessons from little books on ethical instruction is an exaggerated form of the old method of inculcating maxims, and must be pronounced inadequate. It tends to a premature, abnormal self-consciousness on the part of the child, and does not fill the gap that now exists.

Now, since all moral ideals are portrayed in literature 'in such a form as to attract the sympathetic interest of the child toward the good, and to arouse his antipathy to the bad; since literature is also perfectly adapted to all stages and phases of mind from the kindergarten to the university, treating each topic as an ethical whole, employing the most fascinating flights of the imagination, and giving the child the constant opportunity of passing disinterested moral judgments upon all sorts of situations, it is, as it seems to me, the most perfect of existing instruments for developing a happy, generous, unselfish disposition in children, and for giving them the most true, vivid and concrete ideals of ethical conduct.

The literature open to us is of two kinds: one showing a mechanical requital for deeds, often emphasizing the negative idea of retribution; the other showing the larger group of social pleasures one may enjoy through the renunciation of selfish enjoyments associated with unethical actions. The latter is far more likely to arouse sympathetic interest in the higher thought, to develop the disposition along desirable lines. The use of literature employing the more mechanical and negative kinds of requital for good and evil should be restricted in amount and confined largely to early grades. Fables stand at the bottom of the list, since they deal with moral ideas purely from the utilitarian standpoint. Virtue pays a larger dividend than its opposite. Then come fairy tales and folk stories, which begin to introduce purely moral motives. After these there is a large body of literature that dwells upon the more individual phases of conduct. Such are the stories of ancient heroes as told in Hawthorne's *Wonder Book*, Homer's *Iliad*, *Odyssey*; or such modern books as *Little Lord Fauntleroy*, which shows the beauty of unselfishness. After this there is an immense mass of literature that reveals, in gradually broadening prospect, the relations of the individual to the various institutions of society. Sailor stories, for instance, show the devotion of the individual to the ship, or the little community of which he forms a part. Indian tales of the right kind show the defence of the home against the savage. *Robinson Crusoe* develops the economic instinct of the child. While such books as "*Tom Brown at*

Rugby" give him many concrete illustrations of manliness at school. We may thus rise by a series of easy gradations to the great masterpieces of modern times, of which Shakespeare's dramas must ever take the lead in portraying the ethical relations of individuals to all phases of institutional life.

Editorial Notes and Comments.

The interest that is being excited in the preparing of teachers for our elementary schools is leading people to understand the true function of the teacher. In the school the personality of the teacher is the most important factor, and what this personality may accomplish, when it has within it the elements of success, is one of the most important problems to the educationist. As has been said often enough, no amount of mere knowledge will enable a teacher to put himself in touch with his pupils; but, as Miss Corbett maintains, it will help him, when he has put himself in touch with them, to make a better use of the situation. Training for the teacher should throw some light on the main problem of how to acquire direct insight into mental processes, in order to influence them close at hand instead of from a distance. We all know that a "word spoken in season" produces more effect than many hours of teaching which does not chance—we call it chance—to touch the right note. Mental ailments, like bodily ailments, are produced by unwholesome food. In the case where teachers are honestly trying to find out the real needs of their pupils and to supply them, difficulties still remain in the way of natural temperament, and these are not perhaps sufficiently considered in organizing classes in schools. Cases sometimes arise where children are permanently injured by being allowed to remain under teachers who, however well-meaning, are unable to supply their special intellectual needs—who praise when they should be silent, bring into prominence what they should ignore, discourage by blame or punishment some really healthy tendency—who, in short, are incapable of seeing what the child really requires. Healthy development cannot go on without some amount of direct sympathetic insight on the part of the teacher. It is not only that the wrong words must not be spoken, but the teacher must learn how to make his influence felt by his mere presence. There is a force in character which underlies and is superior to all spoken words. And, indeed, words are only useful in so far as they correctly embody this subtle force. A teacher can never be successful

who does not, consciously or unconsciously, develop this force in himself, and learn how to use it. It would seem, therefore, that an important element in the training of teachers is the awakening and cultivation of the will power and the sympathies. These are often expressed more by the tones of the voice than by the actual words. The inner nature expresses itself more fully by the tones of the voice than in any other outward way. When the character changes, the tones of the voice change also. Children do not, of course, analyze the effect produced on them by the personality of the teacher. Even in the case of adults with well-trained minds, a judgment made by that region of the mind which borders on the sub-conscious often presents itself to the fully conscious mind only in the form of a sense of harmony or discord. And this is still more the case with children or with uneducated persons. But the influence is felt though not analyzed, and produces its effect on the mind and character. *The fully-developed mind of an adult is, or ought to be, strong enough to gather to itself all the nourishment which its outward condition affords, and to refuse to be influenced by unfavourable conditions. But the mind of a child is not strong enough, or sufficiently experienced, to master and guide the mental influences to which it is exposed. Unfavourable mental influences may take permanent root in the character, and cause unhealthy conditions which cannot afterwards be removed.*

—The most common error made by a teacher in trying to control a class is that he endeavors to suppress natural tendencies, instead of guiding and directing them. The influence of a teacher over a class should be of the same nature that a man should use in governing himself. Human activities and emotions are natural emotions, and can no more be destroyed than any of the physical forces. The will of man, however, can guide them in the right direction—can insist that they shall be creators, not destroyers. When a teacher arouses the interest of his class to some intellectual pursuit, by showing interest in it himself, and suggesting ways in which it is connected with the subjects in which the class is already interested, he directs so much energy, which would otherwise probably be expended in mischief, into a useful channel. Personal influence should always be expended in directing activity, not in endeavouring to suppress it. Another mistake which young teachers often make is *to try and get as much work out of the class as possible*. This forces the pupils, in self-defence, *to try to do as little work as possible*, and introduces that

feeling of opposition between teacher and pupils which is one of the most objectionable elements in school life. If children were not at school forced into a position of antagonism there would be less self-seeking in later life. The clue to the whole position is harmony of aim between teacher and pupils—the full realization on both sides of the fact that they are working for a common end; the substitution of the spirit of brotherhood for the spirit of competition. A teacher who has true sympathetic insight has the power of promptly grasping the manifold subtle mental influences which are at work at any given time and place, and of as promptly seeing the best way to deal with them. Wherever a number of human beings are together, there is always a certain amount of discord caused by the clashing of cross currents of inharmonious tendencies and desires. One who would lead his fellows successfully must learn how to weave these into harmony, to gain control of the nervous force that is flowing in wrong directions, and to direct it into the right channel. When the teacher is able to strike the right keynote, confidence on the part of the pupils in his willingness and ability to help them follows, and harmonious action is possible to a greater or less extent. Absolute harmony is never, of course, established, and is, perhaps, not desirable, for healthy natures can bear without injury a certain amount of discord, and will probably in the end give out richer music. But a constant succession of discords will put the healthiest nature out of tune. The intuitional perception, then, of the mental needs of others is one of the most important qualifications for a teacher. The born teacher is one who has this faculty naturally in a high state of development; but such natures are rare, and it is quite impossible to place all educational work in their hands. The faculty is latent in all, and may be developed by careful study, especially by the study of child-nature. To develop it successfully it is necessary to look beneath the surface, to give one's attention to causes rather than effects, to find out the real meaning which lies beneath the outward form. It is especially necessary not to start with any hard and fast theory as to what children ought to be, but to study carefully what they are in fact.

—The secret of the teacher's calling has not yet been discovered by all teachers. Our great institutions of learning, where caste still holds a place, have not yet discovered it. A soul is a soul, and to assure the future of the beggar's soul is as grand an achievement as to maintain a rich man's soul in the position he has come to by birth. James A. Garfield made known his discovery of this secret when he says, "I feel a profounder

reverence for a boy than for a man. I never meet a ragged boy of the street without feeling that I may owe him a salute, for I know not what possibilities may be buttoned up under his shabby coat. When I meet men in the full flush of mature life, I see nearly all there is of them; but among the boys are the great men of the future; the heroes of the next generation; the philosophers, the statesmen, the philanthropists, the great reformers and moulders of the next age. Therefore, I say, there is a peculiar charm to me in the exhibition of young people engaged in the business of education."

—There is sound advice in the words of an ex-teacher when he says that laymen should be drawn away from the opinion that there is no profession of teaching, though how it is to have effect is a difficulty that many have felt to be all but insurmountable. What is their ground for such an opinion? They say that all professional workers require special training, while any one can teach, with or without training. Tell them, teachers, this is not true. Just as a good debater must learn the law before he can turn his talents to account at the bar, so a good expounder must learn educational psychology and know something of physiology before she can turn her gifts and scholarly attainments to good use in the class-room. Any one can hear lessons, but only a genius or a trained teacher can teach. They see the lawyer in his office surrounded by briefs and books of reference, the doctor by medicaments and the scientific works he is supposed to know like a primer. All this is full of mystery to them and they are willing to grant to the students of that mystery the title of professionals. The paraphernalia of school-keeping is outwardly familiar to them, and familiarity breeds contempt. Convince them, teachers, that there is a mystery behind this familiar apparatus and routine that is greater than the mystery inhabiting the lawyer's book-shelves and the doctor's medicine chest—the mystery of psychic law. Convince them that there are scientific books that the teacher must read and ponder o'er and o'er. Give them some of these books to read and show that your study of them has implied as great a mental tax and ability as "reading law." Ask them why the finest minds have been proud to call themselves teachers. If they oppose you with aspersions upon "the average school," prove to them that there is such a thing as educational progress, that lesson-hearing schools are no longer to be ranked as average schools, that the work of the teacher of this decade is a great adaptive art, its aim to meet the growth needs of the pupils out of a given supply of material, and in

spite of whatever discouragements and obstacles public parsimony or cast-iron systems may impose. They see doctors meeting in associations for exchange of thought and the furtherance of scientific discovery. They see their speeches printed in the lay press, which has not yet learned to take an equal interest in pedagogical subjects. Prove to them that papers of scientific importance are read at teachers' gatherings; also before the general and local associations, the institutes, and other gatherings of teachers. Tell them of the summer schools at which teachers study educational principles and methods and gather fresh material for their work. Lay people do not know these things because the papers do not inform them, and the papers do not inform them because there is no demand for this sort of news. The initial interest must be created by teachers themselves. Stir up discussion on this point, and be prepared for the defence of your order.

—Judge Draper, however, is one of the laymen who seems to understand the true function of the school, whatever others may think of the profession of teaching. In speaking of the men who are sitting up nights discussing the propriety of teaching type-writing in the schools, he maintains that there is not so much sense in teaching type-writing in the schools as in teaching the preparation of the ground and the planting of corn. Anyone who can spell correctly, speak grammatically and read understandingly, can learn to do either. The public schools cannot specialize. They meet their responsibilities when they sharpen and quicken all the faculties and when they equip the human powers for deciding upon a vocation and acquiring special expertness in it. Give girls an equal chance with boys, and teach both obedience, punctuality, neatness, some knowledge of themselves and of the rights of others, teach them to spell correctly, to speak grammatically, to write legibly, to read understandingly, teach them the fundamental principles of mathematics, teach them to use their eyes, their ears and their fingers; teach them accuracy in a few things rather than a smattering of everything, and you will measurably have met the demands upon the public schools. Teach them these things anyway. Teach them as much more as time will allow.

—John Stuart Blackie has a pertinent word of advice to the teacher in regard to the use, or rather abuse of the text-book in school work: "The root of false methods lies in the prominent place given to the text-book. Books certainly are a great help in the acquisition of various kinds of knowledge, but they are useful only in a secondary way; useful as the stones in the

quarry are to the architect or wood to the cabinet-maker; as a substitute for living formative force, they are in all cases null. No man learns dancing, or fencing, or drawing, or singing, or painting, by reading books; but he dances, and fences, and draws, and paints, and sings as a matter of living practice in the first place, and only then may care to hear about the bookish theory. The substitution of books for the living exercise of the faculty, no doubt has arisen from the facility which it affords to the teacher of doing a great deal of apparent work with the least possible trouble; take the book and learn the rule; and, if you can repeat it accurately, I have no more bother."

—The abuse of the text-book is no more of an evil, however, than the one which Rousseau refers to when he says: "I do not at all admire explanatory discourses; young people give little attention to them, and never retain them in their memory. The things themselves are the best explanations. I can never enough repeat it that we make words of too much consequence; with our prating modes of education we make nothing but praters. The grand thing to be educated is *self-teaching*. Obligated to learn by himself, the pupil makes use of his own reason, and not that of others. From this continual exercise of the understanding will result a vigor of mind like that we give the body by labor and fatigue. Another advantage is, we advance only in proportion to our strength. The mind, like the body, carries that only which it can carry."

—The *quid pro quo* principle which is so often advanced by the parent has excited one of our modern educationists who possesses a turn for statistics to defeat it on its own ground. Information concerning the positions that graduates of scientific schools obtain, as he says, is readily gained by consulting the lists of graduates usually given, with their occupations, in catalogues of the best institutions. To generalize, a scientific school of good reputation feels, in granting a diploma to a student of marked ability, that it places to his credit a fund equivalent to not less than ten thousand dollars. This statement will, doubtless, be readily understood if an instance be assumed of two young men of equal ability, one of whom graduates with honor from a scientific school at the age of twenty-two years, while the other engages in business with no assistance except his own energy and intelligence, which is true in a large majority of instances. Within four years after graduation the young man from the scientific school will receive an annual compensation of at least fifteen hundred dollars. The young man in business will meet with more than the average of success if at the end of

four years he receives three dollars per day for his services, unless he is located in New York or Chicago. Independently, then, of the great satisfaction which any educated person derives from his attainments and the greater enjoyment of the best interests of life, which can only be appreciated by a cultivated mind, the young man who adopts a profession within three years after graduation receives an annual income of six per cent. on ten thousand dollars, the difference between his annual salary and that of the young man in business. At the end of ten years those who studied faithfully while at the scientific school are receiving from four thousand to eight or ten thousand dollars a year from their salaries alone, while men of equal original abilities are doing well if they can earn three thousand dollars without imperilling capital of their own.

Current Events.

—The resignation of Sir William Dawson is the most important educational event which has occurred in the Province of Quebec for many a day, and came as a surprise to the friends of education in every section of the country. To avoid any misapprehension in the minds of those who have been asked to believe that the resignation has been sent in on account of other than the true cause, we give elsewhere Sir William's letter *in extenso*, as well as the acceptance of the resignation by the corporation of McGill. Meantime we cannot do better than report the resolution which the governors of McGill placed on record in connection with the distinguished career of the late principal of the leading educational institution of Canada. The resolution reads as follows:—"That the life of Sir William Dawson has been so intimately united with the history of the University, that this corporation, on receiving the official report of his resignation of the position of principal, feels the impossibility of compressing into a few brief sentences its appreciation of the labors, struggles and successes of his thirty-eight years of office, its recognition of the great personal qualities to which the successes are due, its gratitude for his services, and its regret at the fact, together with sorrow at the cause, of his resignation. Nevertheless, it deems it fitting that a few leading points should be referred to. All know of the marvellous increase of the University under his guidance in the number of professors, students in faculties, affiliated colleges, buildings and equipments, wealth, educational power, reputation and influence in the province and in Canada. But it is not merely such increase,

however extraordinary—for example, in the number of graduates (1,200 per cent.)—that redounds most to his credit. Even more remarkable, perhaps, is the fact that the germ of an institution which seemed to many to be dead should have been quickened under his ceaseless care and vigilance into active life, should have grown and expanded, and in the process should have spread its quickening influence to the whole education of the province. The corporation, in support of this statement, can point to his labors in the organization and superintendence of the Normal School, which provides teachers for the schools that send students to the University; to the establishment and management of school examinations, by which teachers and pupils alike are reminded of the higher education, and the encouragement he has given to teachers' associations, and the active part he has taken as a member of the Council of Public Instruction in strengthening the school system of the province. That, in effecting such achievements, great difficulties had to be overcome was inevitable. The courage and perseverance in facing disheartening obstacles, and the fertility and readiness and resources in overcoming them, despite momentary defeat, as in the department of engineering, this corporation deems not least among the personal qualities to which the success of the University is due. But not least is it due to that administrative ability by which the institution, consisting of so many separate bodies and so many individuals, has been kept steadily working without friction among its component parts. That, while doing so much for the University and for education in Quebec, he should, by his indomitable energy, have raised himself to so high distinction, both by scientific and by literary works, may be a cause of reasonable pride to the University. The honors awarded by scientific societies, their medals, fellowships and presidencies, cast reflected glory on the University, of which the corporation is fully sensible, and it cannot but express its joy and thankfulness that although Sir William Dawson's recent illness, while preventing him from encountering the bodily fatigues inseparable from the active superintendency of the affairs of the University, will not interfere with his scientific investigations, but will rather tend to promote them by allowing more time for their pursuit. The corporation earnestly hopes, too, that the University will still be able to rely upon the services of Sir William Dawson as an able, prudent and warm-hearted counsellor in all emergencies."

—In consequence of the retirement of Sir William Dawson, the Board of Governors has decided that, pending arrangements

for the appointment of a professor in the chair of zoology, Dr. W. E. Deeks be asked to give such lectures and demonstrations in that branch during the session of 1893-4 as may prove to be necessary. It is not likely that immediate steps will be taken to appoint Sir William's successor as Principal of the University.

—We are glad to hear that the commissioners of Lachute have increased the salaries of their teachers on their reappointment for another year. This is a tangible recognition of the success of the principal, Mr. N. T. Truell, in his new position, and the energy of those under his supervision. We trust that many of the other Boards of Commissioners in the country will be encouraged by the Lachute commissioners to take action in the same direction, and encourage those whose work has too often been called, with some show of reason, a thankless task.

—The new principal of Stanstead College is the Rev. C. R. Flanders, B.A., of Montreal. On the principalship of Stanstead College becoming vacant, the Rev. Dr. Douglas, it is said, urged Mr. Flanders to accept the position which the board of trustees pressed upon him. On his consenting to accept, the trustees agreed to an outlay of some \$2,000 to renovate and furnish the College, so that, in respect to the building and equipment, it will be equal to any College for young ladies and young men in the Dominion. The new staff of teachers is now about complete, and will be an exceptionally efficient one. Miss Pitcher, who had such a brilliant career at McGill, and Mr. Bresse, head of the commercial department, have been re-engaged. The classical master is likely to be Mr. Hector W. Kollmyer, who took honours at McGill in two courses, winning a gold medal in one. German and French will be taught by Miss Liebich, who is a German, educated in Germany, and, having resided for three years in Paris as a teacher, is also very familiar with French. The musical department will be in charge of two teachers, a professor who stands high in musical circles, and a lady from Boston. Principal Flanders, in addition to having the oversight of the College, will himself teach certain branches. The domestic staff has been engaged, and is large and efficient. The new term will open early in September. Stanstead College, being affiliated with McGill, brings a practically Methodist university to the doors of the people of the Eastern Townships. The College not only prepares students for matriculation, but also takes them through their freshmen and sophomore years. It affords ample accommodation for a hundred resident students in addition to about fifty

of the vicinity. It is expected that under the new Principal Stanstead College will be even more successful than in the past.

—The elevation of the Abbé Laffamme to the important position of Superior of the Quebec Seminary and Rector of the Javal University, is a fitting recognition of the eminent abilities and valuable public services of one of our most distinguished Quebec geologists, upon which we heartily congratulate the reverend gentleman. Another excellent selection is that of Rev. Mr. Mathieu as Director and Prefect of Studies of the Quebec Seminary.

—The Academy of Cote St. Antoine has had a successful year, the Principal of the school, Mr. Nicholson, in the course of his report, stating that the total number of pupils enrolled during the year had been 360. Some had not attended the full session. In September last the school opened with an attendance of 276. In May the attendance was 307. As the attendance generally diminished in other schools after the beginning of the session, this showed that their numbers were rapidly increasing and necessitated increased accommodation. The classes had been large and the teachers most faithful in the discharge of their duties. Favourable home surroundings had also greatly helped the work. A small number of geological specimens had been collected during the year. This, it was hoped, would be the nucleus of a larger museum. Out of the three grades of the academy only two had failed. In the examination for A.A. all of their candidates had passed. The custom of making public such facts as these about a school, in the annual report of the Principal, read on the day of the closing exercises, is one which ought to be more widely extended among our country academies.

—Dr. Wesley Mills, in addressing the above school, at the end of the programme, thought that the parents should co-operate with the teachers, see them oftener and encourage them in their efforts. He likewise said that the habit of attention was a good one for children to cultivate. Much of their progress in after life depended upon their retaining in their memories what they heard spoken. The mere getting of the prize was not the most important point, but the habit of hard work and concentrated attention which had gained them. For this reason, they who had worked hard but failed to obtain a prize were sometimes more deserving of praise than the actual prize winner. Some brains developed slowly, and, as a rule, these were the best brains. Besides, the obtaining of

prizes indicated only a small proportion of the good qualities a pupil might possess.

—Dr. Shaw, while presiding at the closing exercises of the Royal Arthur School in Montreal, made the gratifying announcement that arrangements had been made for a general increase of salaries to all the teachers under the supervision of the Protestant School Commissioners. Elsewhere the announcement was made that the British and Canadian School would resume its classes after the holidays in the new building on Dufferin Square.

—Among the recipients of the degrees and honours conferred by Laval University at its late closing exercises, we notice with pleasure the name of Mr. C. E. Brodie, upon whom was conferred the degree of B.C.L. Mr. Brodie was also the winner of the first Tessier prize in the law faculty.

—The retirement of Mr. William Hossack from the chairmanship of the Protestant Board of School Commissioners, Quebec, has been announced. Mr. Hossack has held this position for more than twenty years, and the City Council has referred to his long and faithful service in this capacity in grateful terms. Mr. Hossack was at one time Mayor of the city.

—At the closing exercises of the Girls' High School of Montreal, the Chairman of the Board made the announcement that the Lady Principal of the school, Mrs. Fuller, is unfortunately, said the speaker, about to sever her connection with the school, over whose destinies she has presided since the year 1880, in which capacity she has done such noble work in moulding the daughters of Montreal. Her retirement will be a severe loss to the High School and to Montreal. Dr. Shaw echoed the Chairman's appreciation of Mrs. Fuller's noble work. As an organizer Mrs. Fuller had but few equals among the teachers of Canada. Her record is the highest of recommendations.

—The Bathurst School Case continues to fill a large space in public discussion in New Brunswick. Among the complaints which it embodies, it is said that the board of education persistently declined to take action upon complaints, that the grading of the schools has not been according to law, that the action of the trustees has resulted in inferior and incompetent teachers being employed, the closing of the superior and grammar schools, and that Protestant children were compelled to submit to this inferior system of teaching. It is also set forth that an immoral and dissolute teacher, once discharged by the school board as such from his position as inspector, had been placed in

charge as grammar-school teacher at the beginning of the present term; also that the replacing of the public schools by the conventual schools worked injury to the former; were for the special benefit of the Roman Catholic Church and for the injury of the Protestants; that Protestant teachers had been refused employment because of their faith and conscientious scruples preventing them teaching the Roman Catholic catechism. Charges are also made that Protestant children have been compelled to participate in Roman Catholic worship and have been ordered out when they refused, the non-sectarian nature of the schools being thus attacked and the spirit of the public school laws of the province violated.

—The architect's plans of Messrs. Perreault, Mesnard & Venne for the proposed Laval University building have been found acceptable. The building to be erected will be situated on the east side of St. Denis Street, near St. Catherine Street. It will be constructed of Montreal limestone, and will cost about \$200,000. The land has been presented by the Seminary of St. Sulpice, who have also subscribed money towards the building. It is expected that the work will be finished by January, 1895, at the latest. There will be accommodation for 500 students and for the administration of the University. Provision has also been made in the plans for law, science and medical faculties.

—The Rev. E. I. Rexford, B.A., Rector of the Montreal High School, in his annual report called special attention to the fact that this was the jubilee year of the High School. Their fiftieth anniversary had found them in a beautiful home, the first in the Dominion and second to none on the continent of America. It was indeed a credit to Montreal. With more use came keener appreciation, and the teaching staff felt that it would be difficult, if not impossible, to improve it. Mr. Gibson, who joined the Board in 1843, and was prominently connected with the schools in the earlier period, had died during the year, and the only original member of the Board now left was Mr. J. L. Day, Q.C.

—In the late drill competition among the Cadets of Montreal the verdict of Major Gordon declared the St. Mary's Cadets victorious, with the Highland Cadets a close second, and Mount St. Louis third. The Champ de Mars has witnessed many military musters which have drawn together great crowds, but it is a long time since so many people assembled in its vicinity as came to watch this competition. The open space where the exercises were conducted was surrounded by a countless throng of spectators. Points of vantage in the vicinity were crowded.

Before commencement of the competition the color party drew up in line opposite the place set apart for the invited guests and stood easy. They remained thus throughout. When judgment was declared, Color-Sergeant Howard advanced, supported by a squad, and tendered the flag to Madame Desjardins. Immediately before the verdict was given, Major Atkinson, of the 6th Fusiliers, who was drill instructor for the Mount St. Louis College, came forward. He wished to protest in case points should be deducted from his corps on account of not doing the physical exercise in two ranks. Major Gordon remarked that even if the St. Louis Cadets had received full points for that particular drill their position would not be improved. The physical drill took up the second portion of the day's proceedings. There was a great burst of applause when the Jesuit College Cadets marched upon the field. They piled arms smartly, stripped off belts, tunics and caps, and went through the exercise in black trousers with white flannel shirts. The black trousers were fastened with a red belt and the white shirts had the college monogram. They were unassisted by music in this exercise, thereby differing from the other corps. The Mount St. Louis went through their manœuvring to the strains of a piano specially imported for the occasion, and the Highland Cadets drilled to the tune of "Two Lovely Black Eyes." The Mount St. Louis also removed their tunics for the physical drill, but the Highland Cadets simply unbuttoned their tunics and discarded their belts. Beyond this they made no preparation, and, in spite of that fact, went through the drill quite as well as either of their predecessors.

—The Presbyterian College of Montreal has been able to report this year that the board have secured the services of Prof. J. P. Stephen as lecturer on Elccution next session. The Treasurer's statement shows that the financial position of the College has made some improvement during the year, notwithstanding special outlay in connection with the renewal of finances. The ordinary revenue has nearly equalled the expenditure of the year. The special subscriptions for the support of one of the chairs has been renewed for another five years, and upwards of \$4,000 added to the endowment fund. The Board, realizing the urgent necessity of increasing the endowment, are taking steps to continue the canvass. The Board have to report that two annual scholarships, one of \$40 and the other of \$35, have been founded by Thomas Houston, of Sarnia, to be competed for by the French students of the College. The executors of the late Miss Catherine Ross, of Renfrew, have

forwarded a legacy bequeathed by her to found a scholarship in the College, and since the books were closed the sum of \$600 has been received from the estate of the late James Sinclair, of Huntley township, on behalf of the Scholarship Endowment Fund. The Board cordially recommended that the General Assembly relieve Dr. MacVicar from the discharge of his college duties for part of an early session, to enable him to travel abroad, should he so decide. The receipts to the Endowment Fund, including balance from last year, are \$194,665.28; to the ordinary fund, \$16,291.43; to the Scholarship Endowment Fund, \$2,963.44; to the Scholarship Ordinary Fund, \$1,564.01; to the Library Endowment Fund, \$487; to the Library Ordinary Fund, \$170.38; to the Building Fund, \$26,200; to the Calvin Gold Medal Fund, \$581.41; to the Senate Fund, \$354; the balance of credit on profit and loss account, \$3,879.75.

—Sir William Dawson, while presiding at the declaration of the results of the late A. A. examinations, briefly sketched the history of the Associate in Arts examinations in Quebec, showing their great importance as a means of furnishing students for the universities and encouraging higher education, without which the Protestant minority in this province could not hope to hold its own. "In 1865," he said, "following the example of the English universities, we were, I think, the first on this side of the Atlantic to institute these A. A. examinations. In the first instance, the effect was regarded with doubt by many as premature, and the difficulties and discouragements were great. Now, however, with the co-operation of the University of Bishop's College and of the Protestant Committee of the Council of Public Instruction, the examinations have been extended throughout this province and beyond its limits. The objects which we had in view in commencing this work were many and far-reaching. We desired to establish a standard that might be recognized by parents and men of business, and might thus strengthen the schools. Along with this, there would be means of comparison of the schools among themselves. There would also be an influence toward the production of uniformity in the courses of study of the different schools, and of harmonizing them with those of the University. We should, in addition, give to the pupils the advantage of passing their examinations for entrance to college at the close of the school year instead of waiting in uncertainty till September.

—The Senior School, under the principalship of Dr. J. Mackercher, has had an excellent record during the year. The

teaching staff of this school has been strengthened by the appointment of Mr. Bacon, a graduate of Bishop's College, and late principal of the Hatley Model School.

—The staff of the Mannheim Elementary School have held a conference to protest against the present system of German orthography. They point out that, although ten years have elapsed since Puttkamer, the Minister of Education at the time, made the new spelling compulsory in schools in Government offices, not the slightest advance has yet been made towards its general adoption. In business offices, in common life, in newspapers, and in books, it is, in fact, scorned and ignored. The task of the schoolmaster—in thus having to teach his pupils a spelling which is different from that used by their parents and in general life, and which it will be to their advantage to forget immediately on leaving school—is, therefore, one of extreme difficulty. The German Ministers of Education, especially the Minister of Education for Prussia, would be doing excellent work if they would introduce a system of spelling that would receive more general support, and abolish the Puttkamer system, which has only made confusion worse confounded. "In no country in the world is there such confusion, in this respect, as in Germany," laments, the Conference; "every one writes and prints as he chooses; many do not even keep to the same spelling in the same sentence. Definite rules and principles, which every educated man must follow, are earnestly to be desired."

—At the March meeting of the Hanover Geographical Society, an interesting lecture was delivered on the German Colonies in South Africa. Besides the mission work, there are schools for native children, and two training colleges for teachers, who are mostly Christian natives. In the mission schools, the subjects are religion, reading, writing, arithmetic, and singing. For the children of missionaries and colonists there are special schools, corresponding to the middle schools in Germany, in which both English and Dutch are taught. In the Zulu mission there are 38 teachers and 8 school-houses, in the Bechuana mission 130 teachers and 16 school-houses.

—The "Gymnasium" for girls at Carlsruhe is not intended, at any rate at first, to give girls a complete high-school education. By the statutes which have lately been made known, the school authorities intimate that they will only receive girls who have already attained a certain grade in the high-schools at present existing. The knowledge they have there acquired will be revised in a transition class, and in the five following years

they will have the same curriculum as boys in the five last years of a classical Gymnasium. The fees are 200 m. a year, as against 120 m. at the ordinary girls' high-school. The Minister of Education has determined that high-school pupils who have been exempted from religious instruction, must, nevertheless, satisfy the examiners in religion in the final examination.

—As a private training college for women teachers had been started without Government sanction, the Minister of Education of Germany has sent a notice to all school councils informing them that, by a regulation of 1839, special permission from Government must always be obtained before the starting of any school or training college whatever, even when such training college is made to take the form of upper classes in a school already sanctioned. The notice states further that the sanction will in any case be refused, if the proposed training college has not a three-years' course, and is not connected with a school where the students can have similar opportunities for practice as in the Government training colleges.

—The masters at high schools who have not enjoyed a University education, but merely studied at training colleges, have petitioned that the obnoxious name "Elementarlehrer" may be dropped in school reports, time-tables, etc. They point out that the title, which was never really appropriate, was only used to distinguish them from University masters. Now that the latter have received the title of Professor, or Oberlehrer, confusion is no longer possible.

—The annual report of the Hanover Lyceum closes with an edict against the societies which the boys are fond of forming—in imitation of the University societies—for beer-drinking, smoking, wearing coloured ribbons, and duelling.

—A device used by Supt. Jones, of Bellaire, O., to secure efficient work on the part of the pupils deserves mention. He requires the teachers to report occasionally the number of pupils who are doing their best. Such a report made in March showed that 1086 out of the 1562 enrolled were believed by their teachers to be doing their best.

—The young men and women who aspire to obtain Academic or College educations, and whose parents cannot well afford that expense, will be interested in the work of the Cosmopolitan Magazine, which has offered for the year 1893 one thousand scholarships at any of the leading colleges or schools of the United States, upon the condition of introducing the magazine into certain neighborhoods. Yale, Vassar, Harvard, Ann Arbor,

Chicago, the Southern colleges, the great schools of art and medicine, all are alike open to the ambitious boy or girl who is not afraid of a little earnest work. The *Cosmopolitan* sends out from its New York office a handsomely printed pamphlet to any applicant, telling just what is necessary in order to secure one of these scholarships. The scholarship itself includes board, lodging, laundry and tuition—all free.

—There is a word of comfort in this to some of our higher institutions in Quebec. The best college, says a contemporary, for a solicitous parent to send his son to, is a small college, where he has the minimum of evil, and the maximum of good influences—where he is in contact with the minds of his teachers, and under their immediate moral influence. Our small colleges make our great men; and this they have done for a hundred years. President Harper, of University of Chicago, also indorses the smaller colleges in claiming that we have not too many small colleges, but possibly too many institutions calling themselves universities.

—The Bloomsburg State Normal School has recently determined to introduce a new department. This is no less than a boys' home, a place where young boys will be cared for; all the safeguards and comforts of a good home will be furnished. These little fellows will have a matron to look after their needs, comfort, morals and health, and will have also the advantage of the Model School.

—At the London Horticultural College, landscape and kitchen gardening are taught by means of lectures, demonstrations and practical work. Applications are received at the college faster than women can be trained.

—Three hundred women students are in attendance at the Boston University. Of this number, forty-three are in the medical department, seven in the law school, and eleven in the school of theology.

—Professor Langley, of Michigan University, tells the story of a Western father whose wealth consisted of large mining interests and whose only child was a daughter. This daughter and prospective heiress he brought to Michigan University and placed in a class in which she was the only woman student, but where she acquired a complete mastery of all mining knowledge, and the power to attend to its different departments with accuracy and good judgment, in compliance with his wish that she should know all about the business that he did, and be able to take care of the property she would inherit at his death.

—A commissioner in Sullivan county, several years ago, gave a first grade certificate to a young man, who remarked, "I intend next year to try for a state diploma." This aroused the attention of the commissioner; it was an announcement that the teacher was going to be a student as well as the pupils. He watched the school of this young man; it was in a community that had been indifferent; the salary paid was very moderate. Great interest was reported; lectures were delivered at the school-house; the parents came to the monthly receptions instituted; the children had speeches, dialogues, and singing. The trustees offered higher wages for the next year. All this came from having a teacher who was himself a student. It is proper to say he took the state diploma and is now principal of an important high school.

Literature, Historical Notes, etc.

THE CHATEAU ST. LOUIS.

A visit to the picturesque and spacious structure that stands near the site of the Chateau St. Louis cannot but arouse the interest of the student of history in the vicissitudes of the buildings which early colonial enterprise grouped within the area of its immediate environment. Within the grounds overshadowed by the present palatial Chateau Frontenac was laid the nucleus of the historic beginnings of Canada, and here

Of choice escaped awhile from commerce-cares
The memory, cradled on the velvet charms
Of nature, hums its olden song, and plays
With history's fingers to assure its tune.

On Thursday morning of the 23rd of January, 1834, while the streets were being thronged with artizans and school children on their way home to the mid-day meal, the cry was raised that the chateau was on fire; and as the thickening crowds hurried towards the Place d'Armes, the volumes of smoke issuing from the roof of the building showed every one that the alarm was no idle one. The following is a description of an eye-witness lately given to the writer as he stood one night on the terrace admiring the beautiful structure which now adorns this part of the city. "I was a boy at the time, but well do I remember joining with the crowd as it hastened up Fort street, past the Masonic Building, which then occupied the site of the present post office. At the corner of Fort street and Ste. Anne street the crowd became divided into two streams—one moving up

along the back of the riding school (which afterwards became the theatre, and at the burning of which I was also present), and the other past the gable of that building and along by the stables, with their steeply-sloping roof, to the guard-house and the archway between the guard-house and the Haldimand Building, which has just been pulled down to make room for the new hotel. The fire, it seems, had broken out in a room in the upper story of the building, and many thought that the lower apartments might be saved. But before an hour was over that hope was dispelled. Still the firemen and the citizens did not give over their efforts. As I stood in the open court, getting a peep now and again, in the parting of the crowd, at the flames seeking their way upwards and downwards, I could see many well dressed persons and officers rushing past with pieces of furniture and household ornaments in their hands on their way to some place of safety. It was said that the governor had issued invitations for a luncheon for that day, but the only thing the guests had to do on their arrival was to assist in the saving of the dishes from which they had been invited to partake of the governor's hospitality. The conflagration naturally made a deep impression on my youthful mind. For a time I mingled with the crowd that struggled in the court-yard. But when the roof of the building fell in, and the embers, carried by the current of the shooting flames, began to fall on the houses below, I hastened down Mountain Hill to lower town, where my home was, to find my father and mother in the greatest alarm over the impending danger. As I ran through Prescott Gate the sparks kept falling around me, and the snow-trodden streets soon became gray with the ashes. Even after dark the fire continued and lit up the eastern end of Champlain street and its surrounding clusters of buildings with a fascinating brilliancy, which gave me and other youngsters of my acquaintance an excuse for keeping out of doors beyond our usual bedtime. The night was one of the coldest of the season; and yet I remember little about the inconvenience of the cold, though I shall never forget the torchlight mass on the brink of the sweeping precipice above, with its broken-edged windows, like great staring eyes, from which there kept issuing leaping tongues of flame as the wind in intermittent gusts subdued them down through the open roof within the ruined walls. No doubt the impressionable character of youth had something to do with it; yet I think I may say, without hesitation, that I never saw any spectacle equal to the panoramic illumination of lower town that night."

At the date of this catastrophe, the Chateau was being used by the Governor-General, Lord Aylmer, as a place of residence. The houses of parliament were in session at the time, and His Excellency communicated the official tidings of the sad occurrence to the members the morning after the fire. The news was received with the usual loyally expressed respect and regret. But the loyalty of the lower chamber in these days was never much more than word-deep, and beyond a mere formal expression of regret, nothing was done to meet the expense of restoring the building, even when it was urged by outsiders that an appropriation should be made for "an object so necessary and indispensable, and at the same time so independent of party feeling and prejudice." And thus for many years there was nothing to be seen of the Old Chateau but a heap of blackened ruins within the court-yard facing the Place d'Armes, until Lord Durham succeeded in hiding them away under the terrace which for a long time went by his name, and which no doubt suggested to the modern improvement committee the idea of prolonging it as the now famous Dufferin Terrace.

The history of the Chateau may be traced back to the time of Champlain, though as a place of residence built by him within the Fort St. Louis, it did not receive the dignified title of *chateau* until his successor, Governor Montmagny, undertook to improve it and its surroundings. The fort which enclosed the first Chateau St. Louis, however, is not to be confounded with the fort which Champlain began to equip in 1620. The original Fort St. Louis was situated at or near the site of the present Chateau Frontenac, but on the other side of Mountain Street, on the nearer end of the area now occupied by the Grand Battery, adjacent to the vacant site of the old Parliament Building, overlooking Sault-au-Matelot Street. The history of this *petit fort*, as it has been called, is to be readily culled from Champlain's own writings, in which he speaks of it as a *demeure* or a *maison*, commenced by the laborers of the settlement to avoid the dangers of a possible attack of the Indian tribes near by.

"I placed this building," he says, "in an excellent position upon a hill which commanded the passage of the river;" while in another paragraph he tells us that it was his intention to place it in charge of his brother-in-law and eight men, whose duty it would be "to carry provisions, arms, ammunition and other necessary things should the place come to be defended." The first time he speaks of the *petit fort* as the Fort St. Louis

is when he gives an account of the cutting out of a winding pathway from the *Habitation* at the water's edge to the rough fortifications on the crown of the hill; while he continues the new name when he informs us that a violent gale blew off the roof of the building and carried it more than thirty paces over the ramparts. This accident happened in the spring of 1624, and from that till 1626 little was done to improve the building's condition. The founder of Quebec, when leaving for France in 1624, urged upon the colonists he left behind to do what they could to keep the place in a state of repair; but finding on his return that nothing had been done, he decided to raze it to the ground and to fortify a more commanding site on the other side of the winding pathway from lower town to upper town. This site, he tells us, was immediately over the *Habitation*; and after examining the plans of Fort St. Louis, as it was laid out in later times, there seems to be no room for doubting that the enclosures of Champlain's *plus grand fort* were within the line of Ste. Anne Street towards the south, and that the dwelling-house within the fort, in which he died, was the structure which Governor Montmagny afterwards enlarged or rebuilt, and on which he bestowed for the first time the name Chateau St. Louis.

The date, 1647, inscribed on the "Stone of the Maltese Cross," which has been inserted in the masonry of the main entrance to the Chateau Frontenac, carries us back to the first chapter in the history of the old chateau. There is conclusive evidence that in 1647 *un corps de logis* was erected within the fort, and it is possible that Montmagny, who was a *chevalier de Malte*, may have had this stone engraved with an emblem of his own social distinction, before getting it inserted as a commemorative stone in some wall or other of his mansion or its attachments. The stone itself was found in the *débris* of the fort as the miners were engaged, in 1784, in levelling the courtyard between the Chateau St. Louis proper and Chateau Haldimand, and placed in the wall of the latter building until it was removed to its present position in 1892. In connection with the engraving on the stone, an attempt has been made to locate a house erected by the Order of Malta in Quebec. An old document, as some think, shows that the name Mount Carmel, as applied to the rock which terminates the *cul-de-sac* at the end of Mount Carmel Street at the present day, existed as far back as the seventeenth century, and in the name it is thought there is some commemoration of the Order of Mount Carmel, a branch of the Order of Malta. The theory, however,

that such a house existed is a mere surmise. All that we know about the stone is that it was found among the *débris* removed from the courtyard of the Fort St. Louis when the Chateau Haldimand (or, as it has been called, Haldimand Castle) was reaching completion in 1784; and that it is not to be identified as the *foundation stone* of the old chateau. As a corner-stone or key-stone of some archway within the fort, it may safely be taken as commemorating the improvements which Governor Montmagny laid out on the fort and the *corps du logis* of Champlain's day. Whatever its origin, its attempted identification enables us to distinguish clearly between what was the Fort St. Louis and the Chateau St. Louis, as well as between the old chateau of Frontenac's time and the structure removed in 1892 to make way for the present Chateau Frontenac. A study of it makes clearer than ever that the dwelling place of Champlain in the Fort St. Louis was never called the Chateau St. Louis.

The earliest plan extant of the Fort St. Louis indicates how it was enclosed on the city side by those angular outworks that are calculated to resist a siege with advantage. The Chateau is shown on it as having been built on the edge of the precipice, with an enclosed area or terrace in front, like the subsequent buildings that took its place. The entrance to the court-yard, then as later, faced the Place d'Armes. Near its inner gateway there was a large building erected for a guard-house, of which the foundations were lately exposed by the workmen laying the drainage pipes for the Chateau Frontenac; while to the west of the southern bastion there is marked the prison,* and on the east a large store-house in which the garrison supplies were kept.

The outer rampart was made of a timber frame-work filled in with earth, a very great improvement on Champlain's palisades, while within there was a covered way for the protection of the garrison, and without, a dry ditch of considerable width. With the assistance of this early plan and by comparing it with the plan of the more modern fort, the descriptions

* A glimpse is had of the old life in 1659, when Marie de l'Incarnation tells us in one of her letters: "Our governor is in the country. What has taken him off is that the Iroquois whom he held as prisoner within our stout walls with their iron gates, having learned that their nation had broken the peace, and thinking that they would be immediately destroyed, have forced the prison to-night and leaped the walls of the Fort. The sentinal seeing them, raised the alarm to turn them back, and they were immediately pursued. I do not know whether they are taken or not, for these gentlemen run like deer." [The prison or lock-up within the fort is, evidently, referred to here.]

given of the place by such visitors to the city as La Potherie, Charlevoix and Kalm become interesting and instructive.

La Potherie visited Quebec in 1698, and speaks of the Chateau in these terms:—"It stands on the brink of a vast cliff one hundred and eighty feet high. Its fortifications are irregular, having two bastions on the city side, without any ditch.* The house of the Governor-General is one hundred and twenty feet long, in front of which is a terrace of eighty feet which overlooks the lower town and the channel. The edifice is pleasing, both as regards its interior and exterior, on account of the wings which form the building in front and rear. It is two stories high, and there is still wanting a wing of thirty-three feet long. On the side of the house, there is a battery of twenty-two embrasures, partly enclosed in the building and part without, commanding the lower town and the river. At four hundred paces above is Cape Diamond, four hundred and eighty feet high, upon which stands a redoubt which commands the upper town and the adjacent country."

Charlevoix, who was in Quebec in 1720, writes of Fort St. Louis as being a fine building with two pavilions by way of wings. "You enter it," he continues, "through a spacious and regular court, but it has no garden belonging to it, the fort being built on the brink of the rock. The defect is supplied in some measure with a beautiful gallery, with a balcony which reaches the whole length of the building. It commands the roadstead, to the middle of which one may be easily heard by means of a speaking trumpet; and from it you see the whole of lower town under your feet. On leaving the fort, and turning to the left, you enter a pretty large esplanade, and by a gentle declivity you reach the summit of Cape Diamond, which makes a very fine standpoint from which to view the surrounding country."

In 1749, Quebec was visited by Professor Kalm of Sweden, a distinguished naturalist of some European distinction. "The Palace," (*i.e.*, the Chateau St. Louis), he says in an account of his visit, "is situated on the west or steepest side of the hill just above the lower town. It is not, properly speaking, a palace, but a large building of stone, two stories high, extending north and south. On the west side of it is a court-yard, surrounded partly with a wall and partly with houses. On the east side, or towards the river, is a gallery as long as the whole

* The ditch must have been filled in as the times became more peaceful. The date of the chart is 1685, thirteen years before La Potherie's visit.

building, and about two fathoms broad, paved with smooth flags, and included on the outside by iron rails, from whence the city and the river exhibit a charming prospect. The gallery serves as a very agreeable walk after dinner, and those who come to speak with the Governor-General wait here until he is at leisure. The palace is the dwelling of the Governor-General of Canada, and a number of soldiers mount the guard before it, both at the gate and in the court-yard; and when the Governor or the Bishop comes in or goes out, they must all appear in arms and beat the drum. The Governor-General has his own chapel where he hears prayers; however, he often goes to mass at the church of the Recollets,* which is very near the palace."

In Bouchette's book on the topography of the province, published in 1815, there is to be read the following description of the grouping of buildings round the area once occupied by the Fort:—"The Castle of St. Louis is a handsome stone building seated near the edge of the precipice, and supported towards the steep by a solid work of masonry, rising nearly half the height of the edifice and surmounted by a spacious gallery. The whole pile is 162 feet long by 45 feet broad and three stories high. Each extremity is terminated by a small wing, giving to the whole an easy and regular character. The castle was built shortly after the city was fortified with solid works. For a long series of years it had been neglected, so much so as to be suffered to go to decay, and, ceasing to be the residence of the commander-in-chief, was used only for the offices of government until the year 1808, when a resolution passed the provincial parliament for repairing and beautifying it, the sum of one thousand pounds having been voted to start the work. The part properly called the Chateau occupies one

* The Church and Convent of the Recollets stood facing the entrance to the Fort St. Louis. Their buildings, with the garden, occupied the whole site on which stands the Court House and the English Cathedral. They possessed the entire area between St. Louis Street and St. Anne Street, and gave the name of Garden Street to the roadway on the west side of the Ring or Place d'Armes. Not far from the corner of this open space, there stands within the precincts of the Church close, a venerable tree, the last relic of those which shaded the Recollet fathers—a touching monument of olden time—perhaps the last tenant of the forest primeval. Under this tree, or on its site, tradition relates that Champlain pitched his tent on landing and taking possession of his new domain. Here he lived until the Habitation was ready for the reception of his little band.—*Hawkin's Picture of Quebec.*

[This tree was overturned, in a storm, and a suggestion was made to save the stump and ornament it with an inscription in brass. But the suggestion was allowed to fall to the ground, not a little to the discredit of the time.]

side of the square or court-yard. On the opposite side stands an extensive building divided among the government offices, civil and military, that are under the immediate control of the Governor. This last building also contains a handsome suite of apartments, where the balls and other public entertainments of the court are always given. During the dilapidated state of the Chateau, this building was occupied by the governor's family. Both the exterior and interior are in a very plain style. It forms part of the curtain that ran between the two exterior bastions of the old fortress of St. Louis. Adjoining it are several other buildings of smaller size, including a guard-house, stables, and an extensive riding-house. Of these works only a few vestiges remain, except the eastern wall, which is kept in solid repair. The new guard-house and stables, both fronting the parade, have a very neat exterior. The first forms the arc of a circle, and has a colonnade before it. The stables are attached to the riding-house, which is spacious, and in every way well adapted to its intended purpose. It is also used for drilling the city militia."

Practical Hints and Examination Papers.

Much has been written on the aim of education, but the case is most admirably stated in the following from Fouillée's *Education from a National Standpoint* :

"Instruction, in my opinion, may have two results—either dynamical, *i.e.*, an increase of cerebral power, or purely statical, as, for instance, in the results of scientific and literary routine. In the former case it acts on heredity, and may produce hereditary transmission of cerebral power, in the latter it does not act at all, or only acts in the wrong direction, by exhausting the nervous system. It is intellectual power that is transmitted from one generation to another, and not the knowledge required. Hence the criterion I lay down to test methods of education and instruction. Is there an increase of mental, moral, and aesthetic power? then the method is good; Is the memory simply turned into a store house? then the method is bad, for the brain is not a store house to be filled, but an organ to act."

—*Decorate* the blackboards by pretty colored crayon borders. Some do, why do not all the teachers of grades below the high school. We have seen borders of oak, maple and other leaves—summer and autumn colors; grass mingled with bright yellow dandelions—this was very pretty in April and May; poppies, geometrical designs, etc. Some of these were from stencils, others original work. It makes the room more attractive, and if rightly managed the pupils are much interested in helping to do the work.

—*Dirty rooms* cannot always be laid to poor janitor work. Torn up scraps of paper on desks or floor usually indicate some laxness on the part of the teacher. How bare of *pictures* some schools are. No room need go without pictures a term. Get good ones, even if not so many are procured. Washington, Lincoln, Grant, Whittier, Longfellow, Lowell and Bryant are quite familiar pictures in Michigan schoolrooms. Why didn't that teacher go on with her work? She just stood around and talked and showed written work previously done. We wished to see her teach.

A CHEAP TRIP:—At the close of school on Thursday afternoon, says Miss L. M. Barhite, I told the children that we would make a trip to the World's Fair in fancy the next day, starting at three o'clock in the afternoon, and requested that each one should learn all he could about the things displayed there, in order that he might show them to his friends by means of word pictures. For material I had a small book containing pictures and brief descriptions of several of the buildings on the grounds; a large picture representing a bird's-eye view of the grounds, a few clippings from newspapers describing some of the displays, and a small piece of the redwood tree that was sent from California to Chicago. I studied the description of the buildings, placed a stencil portrait of Franklin upon the blackboard, selected some of the most interesting of the clippings to be read by pupils and studied the less interesting items in order to be able to present the subject matter in a simple and interesting manner.

When the appointed time arrived and books had been neatly packed away, I showed the view of the grounds and asked a few general questions on the subject. Then showed a picture of the Administration building, giving a brief description of it at the same time. The pupils asked questions and we talked about it until all appeared to have a clear idea of the appearance of the building and the purpose for which it was built. Then I showed the Electrical building, drawing attention to the portrait of Franklin, whose statue appears in that building and requiring one of the oldest pupils to give a brief outline of his life and his discoveries in the field of electricity.

From that we passed on to the other buildings and exhibits, the children volunteering information and asking questions in regard to them. I allowed them to examine the redwood while I told them the story of the discovery of the big trees by William Dowd. We paid our respects to the little Esquimaux baby; wandered through the street from Cairo, first locating the city carefully; visited Libby prison, a member of the history class telling about the brave men who suffered there; looked at a picture of the Independence Bell while one of the pupils read the poem entitled "Liberty and Independence." The clock struck four long before we had wearied of the subject and I think we will take another trip before long as the children are coaxing for it and are continually bringing me papers containing something of interest on the subject.

—The parents must then understand that there are certain lines of thought and action which their children may pursue that will be conducive to the best interests of the child in his school work ; and that there are certain other lines of thought and action which totally unfit him for such work. These different lines of thought and action are absolutely opposite in their effect ; either one can only be pursued at the expense of the other. When John or Jane asks to go to this or that place two or three times a week, which will keep them out until a late hour, or to take part in this or that entertainment, which will have a tendency to attract their attention from school work, that very minute, in the majority of cases, that parent is deciding whether his child shall make of his year's work a failure or a success. To allow a child to be continually running here and there is to insure to that child a positive failure in his school work.

GEOGRAPHY (GRADE I. MODEL SCHOOL).

(Only one question is to be answered from each Section.)

SECTION I.—*North America.*

1. Name the political divisions and describe the boundaries of two of them.
2. Give the boundaries of the Great Central Plain.
3. Name the great rivers and describe the direction in which each flows.

SECTION II.—*The Dominion of Canada.*

4. (1) Name and give the location of its capital. (2) Name its several provinces and their respective capitals.
5. Name (1) the chief mountain ranges and describe their situation ; (2) the chief lakes and their situation.
6. Name the two largest towns in each province, not including the capitals.

SECTION III.

7. Give the boundaries of the Province of Quebec, and name in order six of the counties lying south of the St. Lawrence.
8. Name the principal rivers of Quebec which flow into the St. Lawrence.
9. Draw a map of British Columbia or of P. E. Island, inserting the chief towns and also any large rivers. (The map should be neatly drawn in clear pencil outline to fill the quarter sheet of paper.)

ARITHMETIC (GRADE I. MODEL SCHOOL.)

[Two questions are to be answered from each of the first two sections.]

[The question is to be written out by the pupil first, and the problem worked out underneath. The ciphering should be done neatly, and each sum separated from the other by a double line. Be careful to note the instructions in the Grammar paper, which apply to all papers.]

SECTION I.

1. (i.) Explain each of the following kinds of fractions: compound, complex, proper and improper, and give an example of each. (ii.) Which of the following fractions is the greatest and which the least: $\frac{3}{4}$, $\frac{2}{3}$, and $\frac{5}{7}$?

2. From the sum of $3\frac{1}{2}$ and $\frac{2}{3}$, take $\frac{3}{4}$ of $\frac{1}{5}$.

3. Multiply $\frac{5}{7}$ by $\frac{3}{4}$, and divide the product by $\frac{2}{3}$ of $\frac{1}{2}$.

SECTION II.

4. Find the H. C. F. of 115, and 161, and the L. C. M. of 9, 12, 18, 42.

5. Make out a bill for the following account, supplying dates: Mr. R. Smith bought of T. Horner, 12 yds. cloth, at \$2.50; 16 yds. flannel, at 40 cents; 15 yds. cotton, at 12 cents.

6. How many times is \$125 contained in one million of dollars?

SECTION III.

7. Write down the answers of the following, and attach this part of the printed paper to your other paper in Arithmetic.

(a) Multiply 364 by 25. Ans.....

(b) Multiply 125 by 12 and divide by 3. Ans.....

(c) Divide \$220.80 by 20. Ans.....

(d) How much is $\frac{3}{4}$ of $\frac{1}{5}$ of 16? Ans.....

(e) Reduce 1 mile to feet. Ans.....

(f) Subtract $\$5\frac{3}{4}$ from \$8.80. Ans.....

(g) Find the quotient of 6416 by 16. Ans.....

(h) Take $\frac{2}{3}$ of $\frac{3}{4}$ of a yard from 1 yard. Ans.....

ENGLISH GRAMMAR (GRADE I. MODEL.)

[The answers must be written on paper of the regulation size (quarter-sheet foolscap, and fastened at the upper left-hand corner.) It will be more convenient for the examiners if every answer begins on a new sheet. A margin should be left on each page. Write only on one side of the paper. Write neatly.]

(Two questions to be answered from each Section.)

SECTION I.

1. Analyze the sentence: In his hand he bare a mighty bow.

2. Parse the words in the sentence given for analysis.

3. What is a sentence? Frame two sentences, the first having the object qualified by an adjective and the second having the predicate extended by an adverbial phrase.

SECTION II.

4. What is a pronoun? a verb? a preposition? Frame a sentence containing a preposition and having a pronoun for the subject.

5. Name two ways by which the plural of nouns may be formed and give three examples of each.

6. Give the positive degree of the following words:—worse, best, more, farther, least, last.

SECTION III.

7. Correct what you consider errors in the following sentences : This don't suit. He fell in the river. He has went for a drive. The master has give hard lessons to John and I. Let it lay there.

8. Give the present tense of the following verbs:—Left, told, shorn, taught, shod, fled.

9. Give the masculine form of the following:—Niece, madam, queen, witch, goose, empress.

ENGLISH (GRADE I. MODEL SCHOOL.)

SECTION I.

1. Complete the stanza in which any three of the following lines occur. Name the poem and the author from which they are taken :

- (a) Lives of great men all remind us . . .
- (b) Sweet bird that shunn'st the noise of folly . . .
- (c) The clouds are scudding across the moon . . .
- (d) There was a sound of revelry by night . . .
- (e) Full in the passage of the vale above . . .
- (f) When reposing that night on my pallet of straw . . .

SECTION II.

(Two questions to be answered from this Section.)

2. Write a short composition on "The Niagara Falls," or a Letter to your Uncle describing how you spent your last Summer Holidays.

3. Give the meaning of the following words which occur in your Reader : *Accessions, depression, deluded, emancipated, recognition, intervening*. Compose three sentences, each containing one of the foregoing words; if you select a noun, let it be the object of the sentence; if an adjective, let it qualify the subject.

4. Give the derivation of the following words, and form two other words from each of the roots : *Current, accession, convert, extension*.

SECTION III.

5. Write in your own words the substance of the extract which has been read twice in your hearing by the deputy examiner. (The paragraph to be selected from page 257, Gage's Reader, beginning "Explorations.—Little was paid to Canada," &c.

DRAWING FROM 3.30 TO 5.

1. While the pupils are engaged with their English paper, the teacher may copy on the blackboard the Rosette and the Greek Fret Ornament in the Dominion Freehand Course, No. 2. No figure will receive marks which is not drawn in pencil, or is not at least three inches in length, and on drawing paper.

CANADIAN HISTORY (GRADE I. MODEL SCHOOL).

[Two questions are to be answered from each Section.]

SECTION I.

1. Explain the following terms used in your text-book: *Confederation, parliament, legislature, ministry, executive government, governor-general, lieutenant-governor.*

2. What is meant by the British North America Act? Name three important things which this Act provides for.

3. How long is it since the Dominion was formed? Name the provinces of which it was at first composed and the provinces of which it is composed at present. Name in succession the Governors-General.

SECTION II.

4. Tell what you know of William Lyon MacKenzie and Louis Papineau in connection with the "Canadian Rebellion."

5. Name some of the events connected with the battle of Queens-
ton Heights or of Chrysler's Farm.

6. Give a short account of the battle of the Plains of Abraham.

SECTION III.

7. State concisely what you know of (1) Champlain's explorations; (2) his difficulties with the Indians.

8. What is meant by the "Company of One Hundred Associates"? Give a short account of it.

9. In what connection are the names of Jacques Cartier, Martin Frobisher, Sir Humphrey Gilbert, Sir Francis Drake, respectively associated with the history of Canada?

FRENCH (GRADE I. MODEL.)

[Two questions to be answered from each section.]

SECTION I.

1. Translate:—*Le livre est sur la table. J'ai le petit garçon avec son père et sa mère. Voici mon chien et mon cheval de bois. As-tu un chat, Caroline? Passe-moi ton ardoise, Joseph. Jean va à Montréal ce soir. Où restes-tu, mon garçon? Au numéro quarante, rue St. Denis, Montréal.*

2. Translate:—*What is your name? I go to school every day. I am ten years old. Who teaches you French? Give me my sponge, will you? John struck me on the cheek. How are you, Alfred?*

3. Name in French five parts of the human body, and the days of the week.

SECTION II.

4. Translate:—*My, thy, his, her, our, their.*

5. Give five French words by which *some* may be translated.

6. Write in French the cardinal numbers from *one to twenty.*

SECTION III.

7. Write in French :—I speak, thou hast, she has, we are, you have, they have.
8. Write out five *short* sentences in French.
9. Write out any one tense of *avoir*, of *parler*, and of *être*.

DICTATION, READING AND WRITING, FOR ALL GRADES.

Dictation.

GRADE I. MODEL SCHOOL.—The first section of the lesson on "Niagara Falls" beginning on page 215 of Gage's Fourth Reader, or the first paragraph of the lesson on the "Health of Houses" on page 193 of the Fourth Royal Reader, beginning with "To have pure air," &c. (This dictation on Thursday afternoon.)

GRADE II. AND III. MODEL SCHOOL or Grade I. Academy.—The first two sections of the lesson on "The Social Aspects of Temperance," page 256 of Gage's Fifth Reader, or the first paragraph of the lesson on "Gibbon's Power as an Historian," on page 254 of the Fifth Royal Reader.

GRADE II. ACADEMY.—The paper set by the A. A. Examiners shall be taken by this grade.

Reading.

MODEL SCHOOL GRADES.—For Grades I. and II. Model School, the deputy-examiner may select any passage within the prescribed pages in the readers, giving 100 marks in each grade as a maximum. The reading may be heard at any time during the examination convenient to the deputy-examiner, if the time mentioned in the time-table is not sufficient. The main points to be taken notice of in making the awards for reading are naturalness of utterance, clear enunciation, and proper emphasis.

ACADEMY GRADES.—The printed form prepared by the A. A. Examiners may be used for Grades I. and II. Academy, with 100 marks in each case as the maximum. These marks are to be entered by the deputy examiner in the schedule to be returned to Quebec.

Writing.

The paper set by the A. A. Examiners is to be taken only by the pupils of Grade II. Academy: for the pupils of all other Grades any ten lines of prose and any ten lines of poetry may be written from memory or from the Reader. The general character of the writing of the pupil in all the papers will also be taken into account.

OLD TESTAMENT HISTORY (FOR MODEL SCHOOL GRADES.)

[Only one question is to be answered from each Section by pupils of Grade I. Model School, but pupils of Grades II. and III. are expected to answer two questions from each Section.]

SECTION I.

1. Give an account of Lot. Where was the land of Sodom and Gomorrah?

2. When was the feast of the Passover instituted? Name the plagues of Egypt in the order in which they occurred.

3. Narrate three of the events that occurred during the journeyings of the Israelites after they had left the locality near Horeb and Sinai and before they crossed the Jordan.

SECTION II.

4. Give a prominent event in the lives of each of the following persons mentioned in Scripture: Elijah, Samuel, Daniel, Joab, Dathan, Jezebel, Nehemiah, Ahab, Nathan, Boaz.

5. Where were Capernaum, Bethlehem, Joppa, Ai, Cæsarea, Babylon, Damascus, Tabor, Beersheba. Name some event connected with each place. (In doing so, arrange the names in a column.)

6. Give an account of the ark built by Noah.

SECTION III.

7. Draw a map of the Holy Land large enough to fill the sheet you are writing on. (Let the outline be in pencil and the names neatly printed.)

8. Quote any ten verses from the Old Testament.

9. Name five of the prophets of Israel, and write all you know of any one of them.

GEOGRAPHY (GRADE II. MODEL SCHOOL.)

[One question to be answered from Sections II. and III., and two from Section I.]

SECTION I.

1. Name the countries of Europe bordering on the Mediterranean and their respective capitals.

2. What large rivers flow into (1) the Baltic, (2) the North Sea, (3) the Black Sea, (4) the Caspian?

3. Draw a map of Italy, tracing the principal rivers and mountain chains. (The map should be neatly drawn in clear pencil outline to fill the quarter sheet of paper.)

SECTION II.

4. Name in order the countries of Europe bordering on the Atlantic or part of the Atlantic, and the capital of each.

5. Describe the situation of the Pyrenees, the Alps, the Apennines, the Caucasus, and Carpathians.

6. Name the chief islands in the Mediterranean, stating the direction in which each lies from some European country.

SECTION III.

7. Name the towns of England noted for their manufacture of (1) Cotton, (2) Hardware.

8. Describe the course of the Thames, the Clyde and the Shannon, and name two important towns on each.

9. Explain the terms: Longitude, meridian, tropics, zone, isthmus, oasis.

ARITHMETIC (GRADE II. MODEL SCHOOL.)

(Two questions are to be answered from each Section.)

SECTION I.

1. Write $\frac{1}{5}$, $\frac{1}{10}$, $\frac{1}{20}$, $\frac{1}{40}$ and $\frac{1}{8}$ in decimal form; and reduce $\frac{1}{4}$ to a decimal and .75 to a vulgar fraction.
2. Find the difference in length between a yard and a French metre, the French metre being 39.371 inches.
3. Multiply .00864 by .025.

SECTION II.

4. Divide 48.64 by (1) .016 and (2) by 4864. (Be careful to indicate the decimal point in the answer.)
5. Reduce $\frac{7}{10}$ to its lowest terms and then reduce the resulting fraction to a decimal.
6. A boy had $\frac{1}{5}$ of a dollar and spent $\frac{2}{5}$ of what he had. How many cents did he spend?

SECTION III.

7. A. owed \$276 and paid \$17.25; how many times must he pay such a sum to cancel the debt?
8. How many steps, each 1 ft. 6 in. length, must a boy take in walking a mile?
9. A man bought a quantity of coal for \$250, and by retailing it at \$5.75 a ton he gained \$37.50; how many tons did he buy?

SECTION IV.

(This Section may be taken instead of Section III.)

Write down the answers of the following and attach this part of the printed paper to your other paper in Arithmetic.

- (a) Multiply 3646 by 25. *Ans.*.....
- (b) Multiply 678 by 16 and divide by 4. *Ans.*.....
- (c) Divide 3660 by 16. *Ans.*.....
- (d) How much is $\frac{2}{3}$ of $\frac{3}{4}$ of 620. *Ans.*.....
- (e) Reduce 1 mile to feet. *Ans.*.....
- (f) Subtract \$5 $\frac{1}{2}$ from 8.80. *Ans.*.....
- (g) Find the quotient of 60650 by 25. *Ans.*.....
- (h) Take $\frac{2}{3}$ of $\frac{3}{4}$ of $\frac{5}{8}$ of a lb. from a lb. *Ans.*.....
- (i) Take 25 lbs. from a cwt. *Ans.*.....
- (j) Add $\frac{1}{4} + \frac{1}{2} + \frac{1}{3}$. *Ans.*.....

ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

[The answers must be written on paper of the regulation size (quarter-sheet foolscap, fastened at the upper left-hand corner.) It will be more convenient for the examiner if every answer begins on a new sheet. A margin should be left on each page. Write only on one side of the paper. Write neatly.]

(Two questions are to be answered from each section in this paper.)

SECTION I.

1. Analyze the following sentence :—

*Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear.*

2. Parse the words in italics.
3. Give the comparison of each adjective in the sentence given for analysis.

SECTION II.

4. What is meant by inflection? For what purposes are nouns inflected? Give examples.
5. What is a proper noun? a common noun? Give an example of each. What are the usual subdivisions of common nouns? Give examples.
6. Name the several ways by which adjectives are compared and give one example of each.

SECTION III.

7. What is a pronoun? Name the several kinds of pronouns and give an example of each.
8. Name any of the pronouns that are not inflected (1) for number (2) for case.
9. How may the number or case of a pronoun be known when it is not inflected for number or case?

ENGLISH HISTORY (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each Section.]

SECTION I.

1. What was the nature of the religion of the early Britons? When and how did it give place to Christianity?
2. Answer the following questions on *Alfred the Great*, or *Canute*: (*Alfred*). What circumstance inspired him with a love of study? What noble motives influenced him as a king? What enemies harassed the country during his time? Briefly describe the way in which Alfred dealt with them and state results? Name some of the reforms which he introduced? (*Canute*). Who was he? Of what cruel deeds was he guilty on his accession to the throne? Give a short account of his reign?
3. Name the early Norman kings and give a short account of the reign of one of them.

SECTION II.

4. What rebellions disturbed the reign of Henry IV.? To what results did they lead?
5. What was the nature of Henry VII.'s title to the throne? Name five of the important events of his reign.
6. Name the sovereigns of the House of York, and state briefly what you know of the reign of one of them.

SECTION III.

7. When and how did the following places become dependencies of the British Crown: *Gibraltar*, *Canada*, *India*, *Wales*?

8. What historical events are associated with the following places : *Bannockburn, Waterloo, Trafalgar, Crecy, Calais, Runnymede?*

9. *Queen Victoria* : Whom did she succeed ? What relation was she to him ? Who was her father ? Name five of the great events of her reign ?

ENGLISH (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Complete the stanzas in which any three of the following lines occur respectively. Name the poem and the author.

- (a) Earth has not anything to show more fair - - -
- (b) Forthwith a guard at every gun - -
- (c) By the gulf of Persia sail - - -
- (d) Clear, placid Leman ; thy contrasted lake - - -
- (e) Almighty framer of the skies - -
- (f) Life of life, thy lips enkindle - - -

SECTION II.

[Two questions to be answered from this section.]

2. Write a composition on "The Retreat from Moscow," or "Magna Charta."

3. Give the meaning of the following words, which occur in your reader :—*Magnificent, confident, irresistible, canopy, inexorable, catacombs, debris*. Compose three sentences each containing one of the foregoing words—if you select a noun, let it be the object of the sentence ; if an adjective let it qualify the subject.

4. Derive the following words, and form two others from each of the roots :—*Subterranean, aqueducts, contributes, radiate, adequate, tenacious*.

SECTION III.

5. Write in your own words the substance of the paragraph read twice by the deputy-examiner. The paragraph is to be taken from page 321, Sections 4 and 5, of the lesson on "Vienna," Gage's Fifth Reader.

DRAWING FROM 3.30 to 5.

1. While the pupils are engaged with their English as given above, the teacher may copy on the black-board either of the Egyptian ornaments in the Dominion Freehand Drawing Course, No. 3, which the pupils will afterwards sketch on drawing paper. No marks will be given to any figure which is not sketched in pencil or is not, at least, three inches in length.

FRENCH (GRADE II. MODEL.)

[Two questions from each section.]

SECTION I.

1. Translate into English :—*Avez-vous sommeil, monsieur ? Non, madame, j'ai faim, froid, honte et tort. Donnez-moi mon mouchoir,*

Catherine. Je ne l'ai pas. Va t'essayer les mains, Baptiste. Parle plus bas, Michel. Jean, tu es bien ennyeux, aujourd'hui. Quelqu'un vous a-t-il rencontré hier ?

2. Something is wrong. There goes the bell. Forward, boys, the master calls us. Don't be long. Papa came home last night. He came by the cars. Go and get me the newspaper, Robert. Tell him to bring his slate, to-morrow.

3. Write in French a composition of short sentences about your school—five sentences will do.

SECTION II.

4. Gives three rules to form the plural of nouns in French, and as many examples.

5. What is the feminine of *bon, éternel, actif, faux, sec, tiers, léger* ?

6. Give the rules for forming the feminine and plural of adjectives in French.

SECTION III.

7. Write out the subjunctive present of *avoir* and *être*.

8. How do you make a verb interrogative? Give an example by conjugating one tense of *avoir* interrogatively.

9. Write out the future of any verb of the first conjugation.

LATIN (GRADE II. MODEL SCHOOL.)

SECTION I.

1. Translate :—*Incolæ Britanniae sunt agricolæ. Dominus servos et equos habet. Magister argentum puero dat. Morbus tenero filio est molestus. Oppida regis firma erant. Mors est lex naturæ. Juno erat dea Romanorum. Græcia valles angustas habet.*

SECTION II.

(Two questions from each of the following sections.)

2. Parse the words in italic in the foregoing paragraph.

3. Decline :—*Lex, oppida, tenerus, dea.*

4. Decline :—*Vallis angusta* together.

SECTION III.

5. Give the principal parts of the verb *sum* and write out the future indicative and the past imperfect subjunctive.

6. Translate into Latin :—The boys have books. The pupils are sick. The diligence of the girl is pleasing to the mother. The leader of the Romans was warlike.

7. Give the comparative and superlative degrees of *molestus, pulcher, bonus, magnus, parvus*.

ALGEBRA (GRADE II. MODEL SCHOOL.)

[Two questions to be answered from each Section.]

SECTION I.

1. What is meant by a *factor*, a *co-efficient*, a *power* ?

2. If $a=1$, $b=2$, $c=3$, $d=5$, $e=8$, find the numerical value of:—

$$\frac{9a+3d^2+e^2}{2c^2-4b^2}$$

3. If $x=2$, $y=3$, and $z=4$, find the sum, difference, and product of $63x-(7y+4z)$ and $8y+5z-3x$.

SECTION II.

4. Find the sum of $x-4a+b$, $3x+2b$, $a-x-5b$.
5. State the rule for subtracting one expression from another and find the difference between $2x^2-2ax+3a^2$ and x^2-ax+a^2 .
6. Multiply (i) $2x-y$ by $2y+x$. (ii) $a^2+2ax-x^2$ by $a^2+2ax+x^2$.

SECTION III.

7. Divide $x^2-7x+12$ by $x-3$.
8. Divide $x^{12}+x^6-2$ by x^4+x^2+1 .
9. Give the rule for dividing one power of a number by another power of the same number. Illustrate by means of an example.

PHYSIOLOGY AND HYGIENE (FOR ALL GRADES, GRADE II. ACADEMY INCLUDED.)

Only one question is to be answered from each section by the pupils of Grades I. and II. Model School; but two questions by the pupils of other Grades.]

SECTION I.

1. Name several uses of the bones, and show why they are of different shapes. Show why a fall does not hurt a child so much as a grown person; also why pupils should not sit on high benches in school with their feet dangling.

2. What are muscles, and of what do they consist? What are their uses, and how may they be kept in a healthy condition?

3. Name some of the injurious effects which alcohol has upon the muscles and the nerves.

SECTION II.

4. What is meant by digestion? Name the organs of digestion. What are the principal causes of dyspepsia? How may we avoid that disease?

5. What are the lungs? Describe their work. Show why garments about the waist, such as corsets and belts, should never be tight.

6. What is meant by ventilation? Specify some of the causes of bad air, and show how we should provide against them.

SECTION III.

7. What is the brain? What is its work? Name its divisions, and point out the injurious effects of alcohol and of tobacco upon the nervous system generally.

8. Describe the liver and point out the effect of alcohol upon it.

9. Explain the following terms:—*Cutis*, *cuticle*, *mucous membrane*, *connective tissue*, *perspiratory glands*, *cerebrum*.

BOOK-KEEPING (FOR ALL GRADES.)

[Only one question is to be answered from each section by the pupils of Grades I. and II. Model School; but two questions from each section are to be selected by pupils of Grades I. and II. Academy.]

SECTION I.

1. Arrange the following items in a cash account. Show the balance on hand:—

Jan. 1st, 1893. Cash on hand, \$600. 3rd. Bo't mdse. for cash, \$400. 5th. Received cash from Smith & Co. on acct., \$85. 8th. Sold mdse. for cash, \$150. 9th. Paid for sundry expenses, \$50. 11th. Received cash from S. Jones in payment of note, \$120. 12th. Paid cash to R. Depton, \$130. Borrowed from E. F. \$140. 15th. Paid R. Oake on acct., \$300.

2. Enter the following transactions directly into the Ledger:—

April 4th, 1893. Bo't of R. Owen goods, \$700.
 " 9th, " Bo't of John Reid mdse., \$300.
 " 20th, " Paid R. Owen on acct., \$400.
 " 23rd, " Paid John Reid on acct., \$180.
 " 26th, " Sold R. Owens 25 yds. cloth at \$1.25.
 " 30th, " Gave John Reid \$100.

and find balance for new account in each case.

3. With the balance as found in question 1 and the transactions in question 2, find what balance for or against me on April 30th.

SECTION II.

4. Explain the following commercial terms: invoice, acceptance, assignee, inventory, tariff, voucher, audit.

5. Write a receipt (1) for payment on account (2) in full of account; also a specimen of a *promissory note* and of an *accepted draft*.

6. Explain the terms "debit" and "credit" in such a way as to show that you can make the proper entries in the Ledger. What is the Ledger? Give a specimen of a Ledger page.

SECTION III.

7. What is the object of book-keeping? Name the books usually employed and the use of each.

8. Describe the steps you would take in closing a set of books?

9. Journalize the following Day-book entries:—

Began business with \$5,000.

Robt. Jones owes me \$350 on acct.

Hold note of F. D. for \$165.

I owe S.V. on acct. \$760.

Sold E. H. goods \$450 and received on acct. \$160 and his note for the balance, on which he allows a discount of \$2.25.

GEOGRAPHY (GRADE III. MODEL, OR I. ACADEMY.)

[One question to be answered from Sections II. and III., and two from Section I.]

SECTION I.

1. Name in order the chief peninsulas of North America describing the direction in which they extend ?
2. Name the principal straits of North America and the seas which they respectively connect ?
3. Describe : (1) the St. Lawrence ; (2) the Mississippi, naming the principal tributaries of each ?

SECTION II.

4. Name the political divisions of South America and the capital of each.
5. Give the boundaries of the Argentine Republic ; name its chief towns, and state for what the country is chiefly noted.
6. Name the chief towns in Brazil, Chili, and Peru, and give any important facts connected with each.

SECTION III.

7. Draw a map of South America, tracing the principal rivers and mountain ranges and inserting the chief towns. (The map should be drawn in clear pencil outline to fill the quarter sheet of paper.)
8. Show by means of a diagram about two inches in diameter the position of the several zones of the earth. Mark the degree of latitude at which each zone begins ?
9. How are latitude and longitude found from a map ? How from a globe ? Name any useful purpose served by knowing the latitude and longitude of a place ? Give the latitude and longitude of the capital of the Dominion of Canada, and of any other city in it ?

ARITHMETIC.

(GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

[Two questions to be answered from the first three Sections.]

SECTION I.

1. A merchant sold 80 lbs. of tea from a box containing 250 lbs. ; what per cent. of the box of tea did he sell ?
2. A commission agent sold 96 barrels of flour at \$5.75 per barrel and charged for commission $2\frac{1}{2}$ per cent ; how much was his commission ?
3. Find the interest on \$765 for $4\frac{1}{2}$ years at 6 per cent.

SECTION II.

4. What is the present worth of \$625, due nine months hence, at 6 per cent. per annum ?
5. Find the square root of (1) 3136 and (2) .895.
6. How many yards of carpet 27 inches wide will be required for a room 18 ft. long by 15 wide ?

SECTION III.

7. A tax of \$1,000 is to be raised in a school section. If the amount of taxable property is \$300,000, what will be the tax in the

dollar, and how much is Smith's tax if his property is valued at \$2,500?

8. How much will a creditor lose on a debt of \$3,768.50 if he receives only 75 cents in the dollar?

9. Define the terms: Premium, commission, square root, discount, dividend, quotient, factor, multiple, measure, unitary system.

SECTION IV.

(This Section may be taken instead of Section III.)

Write the answers only, and, detaching from the paper, pin the printed form to your other papers. All the questions are to be taken.

- (a) What is 5 per cent. of \$600. *Ans.*.....
 (b) What is the cost of 6,260 lbs. at \$25 per lb. *Ans.*.....
 (c) Reduce 2 lbs. to drams. *Ans.*.....
 (d) Find the sq. root of 625. *Ans.*.....
 (e) Multiply 5 ft. 6 in. by 12. *Ans.*.....
 (f) Find L.C.M. of 4, 6, 8, 12. *Ans.*.....
 (g) Find G.C.M. of 55 and 100. *Ans.*.....
 (h) Multiply 6489 by 210. *Ans.*.....
 (i) What per cent. is 5 of 50. *Ans.*.....
 (j) Deduct 10 per cent. from \$365. *Ans.*.....

CANADIAN HISTORY (GRADE III. MODEL SCHOOL, OR I. ACADEMY.)

[Two questions to be answered from each Section.]

SECTION I.

- In what way are each of the following persons associated with the history of Canada: La Salle, Pontiac, de Levis, Lord Elgin.
- Explain the causes and state the results of two of the following battles: *Lundy's Lane, Queenston Heights, Plains of Abraham, Fort William Henry.*
- State briefly the causes which led to the co-existence of the French and English races in Canada. What results followed from their rivalry? And how was the difficulty finally settled?

SECTION II.

- What were the causes, chief events and results of any one of the following wars in connection with Canadian history: *The American Revolution, The War of 1812, The Rebellion of Riel?*
- Give a short account of the early explorations and discoveries of Canada.
- What do you know of any two of the following events: *Founding of Montreal, of Quebec, Battle of the Chesapeake, Aroostook War, The Constitutional Act?*

SECTION III.

- What is meant by the British North America Act? Give a summary of its provisions?
- Explain the following terms: *Responsible Government, Rebellion Losses Bill, Clergy Reserves, Seigneurial Tenure, Family Compact, Revenue Tariff, Protective Tariff.*
- State in order the several steps to be taken in enacting a Dominion law.

ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

[The answers must be written on the regulation size of paper (quarter-sheet foolscap, fastened at the upper left-hand corner). Each answer, as far as possible, should begin on a new sheet. A margin should be kept on each page. Write only on one side of the paper. Write neatly.]

[Two questions to be answered from each Section.]

SECTION I.

1. Name the different kinds of sentences and give an example of each ?

2. Analyze the following sentence, that is, divide it (1) into clauses, stating the kind of clause it is, and (2) the parts of each clause :—

*How happy is he born and taught
That serveth not another's will.*

3. Parse the words in italics.

SECTION II.

4. When is a verb in the active voice? When in the passive? What kind of verbs have no passive voice? Why?

5. What is meant by *Mood*? Name the several moods which verbs usually have, and state the use of each?

6. Give the past tense and past participle of the following verbs: Begin, bleed, eat, wring, lie, heave, sit, shear?

SECTION III.

7. How would you classify or deal with the words *underlined* in the following sentences: He laughs *at* me. I pray *for* you. They took him *in*. Come *on* Macbeth!

8. What part of speech is *but* in each of the following: I have *but* one. They were all present *but* me. There is no one *but* will say so.

9. Parse the words in italics in the following: *Methought* I saw my late espoused saint. Woe *worth* the chase. Tears such as angels weep. *Bang* went the door?

ENGLISH (GRADE III. MODEL SCHOOL, OR I. ACADEMY.)

[Two questions to be answered from each of the Sections I. and II.]

SECTION I.

1. Put the following lines into *prose* form :—

The service past, around the pious man
With ready zeal each honest rustic ran,
E'en children followed, with endearing wile,
And plucked his gown, to share the good man's smile.

2. Write out the context of the following lines and underline the subjects :—

- (1) As some tall cliff that lifts its awful form.
- (2) Near yonder copse, where once the garden smiled.

3. To each of the following lines add the line which rhymes with it and analyse any two of them :—

- (a) Along the lawn, where scattered hamlets rose
- (b) Ill fares the land, to hatching ills a prey,
- (c) No more thy glassy brook reflects the day,
- (d) Thus to relieve the wretched was his pride.

SECTION II.

4. Give the meaning and derivation of each of the following words and quote the line in which it occurs:—*Responsive, fluctuate, mistrustless, transitory, contiguous.*

5. Make a neat composition in your own words of the thought in the following passage :—

Do thine, sweet Auburn ! thine the loveliest train,
Do thy fair tribes participate her pain ?
E'en now, perhaps, by cold and hunger led,
At proud men's doors they ask a little bread.

6. Give a short account of Oliver Goldsmith from the following heads :—Place and date of birth ; early education ; his habits ; his travels ; his mode of supporting himself ; his chief acquaintances in London ; his works.

SECTION III.

7. Write in your own words the substance of the paragraph read twice by the deputy-examiner. (The paragraph to be the same as in Grade II. Model, page 321 Gage's Fifth Reader.)

DRAWING FROM 3.30 TO 5.

While the pupils are engaged with their English as above, the teacher may draw on the black-board the figures on pages 1 and 2 of the Dominion Drawing Course No. 4, which the pupils will afterwards sketch on drawing paper. No marks will be given for any figure which is not at least four inches in length.

FRENCH (GRADE III. MODEL SCHOOL, OR I. ACADEMY.)

[Only two questions to be answered from each section.]

SECTION I.

1. Translate :—*L'Espagnol est obligé de céder le cheval. Sur terre toute chose à sa part de soleil. Le petit ressent vivement l'insulte ; il recule de quelques pas, prend son élan et précipite son ennemi dans l'eau à vingt pieds au-dessous du sol. Je sais entrer dans les affaires. Tant pis pour vous. Il faut vous faire remonter comme moi. Si cela vous fait plaisir, prenez ma vache pour votre cheval. Jean est au comble de la joie et ce fait claquer la langue*

dans la bouche. D'accord. Du reste, la beauté ne lui importe pas tant. Des pièces de bois qui avaient l'air devenir de loin.

2. Translate :—It was in Holland, on a fine winter day. The whole population of the small town of B. was assembled on the ice to celebrate a great feast. Some were skating, others were sliding, and under the tents erected on the shore, the young people were dancing to the sound of music, whilst the old people were looking on and quietly conversing. The entire day had passed thus and when the moon rose, joy was at its height.

3. Relate in French, briefly, the story of Volney Beckner.

SECTION II.

4. Give all the pronouns of the third person.
5. What conditions are required in the use of *dont*?
6. Frame three sentences in which *mon*, *ton* and *son* are used instead of *ma*, *ta* and *sa*.

SECTION III.

7. Give in full the present subjunctive of *donner*, *punir* and *rendre*.
8. Give the imperative of *avoir*, *être*, *recevoir* and *aimer*.
9. Write out the imperfect subjunctive of *finir*, *donner* and *vendre*.

LATIN (GRADE III. MODEL SCHOOL, OR GRADE I. ACADEMY.)

[Only one question to be answered from the first section; two from each of the others.]

1. Translate :—*Omne initium est difficile. Rex cives fideles habet. Manipulus erat tricesima pars legionis Romanæ. Hi montes altissimi sunt. Non omnibus hominibus eadem prosunt. Si virtutem amabitis, omnes boni vos amabunt. Cæsar sibi amicos parare potest. Audacter pugnavit et amicum fortiter defendit. Hannibal magnum exercitum in Italiam ducet. Rex servo longum gladium dat.*

2. Translate :—*Dum in oppido ambulat domini, servi laborant in agro. Libri magistri discipulis sunt grati. In Britannia sunt oppida multa et magna. Inimicus gladio nautæ vulneratur. Poeta pugnæ et victorias virorum clarorum cantavit. Si oppidum tenerimus, merebimur. Nomen et imaginem amici semper in memoria habebat. Victoriæ debemus turribus nostris valadis. Obsides Hispanorum benigne tractavit et libertate donavit. Vere avium carmina audimus.*

SECTION II.

3. Parse the words in italics in the extract which you have selected for translation.
4. Decline the following words :—*Opus, hic, tu, unus.*

5. Give the principal parts of *moneo* and *rego*, and write out the present subjunctive passive of either.

SECTION III.

6. Give the several ways in which the comparative and superlative degrees are formed, and give an example of each.

7. Give the principal parts of each of the following verbs and indicate or state to which conjugation each belongs :—*Duco, lavulo, punio, finio, habeo, porto, lego, amo, mereo, edifico.*

Make a list of the adjectives which have *ius* in the genitive singular and *i* in the dative. Decline in full one of them.

Correspondence, etc.

To the Editor of the EDUCATIONAL RECORD :

DEAR SIR,—I think it would be acceptable to your readers and the many friends and admirers of Sir William Dawson, if you would give the history of his resignation in the documents and reports bearing on the subject, and which I herewith send to you as taken from reliable sources.

Yours truly,

June 28th, 1893.

ONE OF THESE ADMIRERS.

The following is the text of Sir William Dawson's communication to the Corporation of McGill University in connection with his resignation :—

"Gentlemen,—It has become my painful duty to-day to tender to you my resignation of the offices of Principal and Professor of Geology and Natural History, which I have held for thirty-six years; this resignation to take effect at the end of the present educational year in July, or at any earlier date that may be convenient to the Board.

"Referring to my letter of March last to the Chancellor, I have since that time used every means in my power towards the restoration of health, and have consulted my medical advisers, to whom, and especially to Drs. Craik, Stewart and Blackader, I am under the deepest obligation for their unremitting care and kindness. The result is, and this coincides with my own impressions, that at my advanced age and in consideration of the symptoms still remaining as consequences of my recent illness, I cannot hope for such restoration to health as would render it safe to myself or expedient in the interests of the University that I should resume my official work.

"I beg to assure the Board that I have arrived at this conclusion with extreme regret, and am resigned to it only by the belief that it is the will of God, and that we may hope that it will tend to the best interests of the University in the future. Even in the most favorable circumstances I could hold the reins of government only for a short time and but feebly, while the present enlarged and advancing condition of our affairs requires a strong and firm hand and watchful guidance.

"I need not say that I shall have much pleasure in doing anything in my power to strengthen the hands of my successor, and to promote the interests of the University in an unofficial way. I shall also be glad to retain some connection with the University as Emeritus Principal and Professor, and, if desired by the Board, as a Governor's Fellow. In these relations I shall at all times be at the service of the Board for any aid which it may be in my power to render, without interference with the rights or duties of others.

"I am, however, very desirous to devote as much as possible of my remaining time and strength to the preparation, arrangement, and description of the collections which I have placed in the Peter Redpath museum, with a view to increasing their scientific and educational value, and of completing my own life-work in Canadian geology. I have been prevented hitherto from attaining these ends by the pressure of other duties. For this reason I desire to retain the position of an honorary curator, stipulated for when I presented the collections, and to have the temporary use of a room in the museum for the prosecution of the work.

"Since my return I have, with the aid of the Vice-Principal and the acting secretary, been endeavouring to finish what remains of the work of last session, and of preparation for the next. This, I hope, will be complete before the June meeting of the Board, and, in the meantime, I would ask the Board to authorize one of its members to act in regard to what remains to be done in vacating my office and college residence.

"I have further to tender to the members of the Board my most sincere thanks for the interest they have ever manifested in my work, and for their kindness to myself and Lady Dawson, more especially in our recent illness, and also to the Vice-Principal and the Deans and Professors of the several faculties for the readiness and efficiency with which they have discharged extra duties imposed upon them by my absence.

"In conclusion, while profoundly grateful for the measure of success which has attended my administration of the affairs of the University, and especially for the absence of those disorders which have marred the success of so many colleges, I would not wish that my educational views and aspirations should be measured by our present attainments. The ultimate objects to be secured by combining all the elements of success presented by our time and country, have been steadily kept in view from the first, and have been presented in many forms to our friends and to the public. Much has been attained, but much still remains to be accomplished, more especially with reference to the purely educational or academical faculty, which in the present state of Canadian society demands, more than any other, generous support. Means for this have, hitherto, been deficient, and much precious time and energy has been wasted in the inevitable struggle to maintain the ground already gained. It has

been my earnest prayer that I might be permitted to carry out, in the case of McGill, my ideal of a complete and symmetrical university, suited to this country, and particularly to the English population of this province. It has pleased God to deny me this satisfaction, but I entertain the firm belief that good foundations have been laid, which will not be disturbed, but will be built on and carried to full completion by the energy, care, and judgment of my immediate successors. I remain, with sincere respect and good wishes, your obedient servant,—J. W. DAWSON.”

The following is the letter of the Chancellor, Sir Donald A. Smith, informing Sir William Dawson of the acceptance of his resignation, with the resolutions of the Corporation :—

“MY DEAR SIR WILLIAM,—While we all deeply regret the necessity for your leaving your long life work in the university, we wish you to feel assured that we are actuated in every way by a desire to do that which may be most in the interest of your own health and altogether acceptable to you and Lady Dawson.

“It is therefore my duty, on behalf of my colleagues of the Board and myself, to hand you the enclosed resolutions come to, after considering your letter of resignation of the 26th ultimo, and in doing so let me assure you that you have, and shall always retain the warmest regard of every member of the governing body with whom you have so long co-operated, and the relations between whom and yourself have throughout been of the most cordial nature.

“With much esteem and every good wish for Lady Dawson and yourself, believe me very sincerely yours,
DONALD A. SMITH,
Chancellor.”

“Sir William Dawson, C.M.G., LL.D., etc., McGill College, Montreal.”

THE RESOLUTION :—“Having given their most careful consideration to this communication, the Board, while contemplating with extreme regret the severance of the relations which have subsisted for the long period of thirty-six years between the governing body and the honored Principal of the university, are of opinion that the reasons given by Sir William Dawson for tendering his resignation, viz., the impaired state of his health and the injunction consequently laid on him by his medical advisers, that he must in justice to himself relinquish the duties of his position of principal and professor, leave them no alternative but to accept his resignation of those important offices, as at the end of the current educational year.

“It is, therefore, resolved that the resignation of Sir John William Dawson, C.M.G., LL.D., be and is hereby accepted, to take effect on the 31st July, 1893.

“While deeming it wholly unnecessary to enlarge on the value of the eminent services rendered to McGill University by the Principal, services recognized and appreciated, not alone by every one connected

with the university, but by the whole body of Canadians, the Board desire to record their sense of the deep and lasting obligation under which the university lies to one who, from very small beginnings, has done so much to raise it to its present gratifying standing among the schools of learning.

"The Board have very great pleasure in appointing, and do hereby appoint, Sir William Dawson emeritus principal and professor and governors' fellow, as well as honorary curator of the Peter Redpath museum, and direct that a room in the museum building be set aside for his use so long as he may desire to occupy it.

"The Board trust that Sir William Dawson may be spared yet many years to pursue those valuable researches in natural science, to which he has specially and with so great success devoted much of his life, and it is their earnest hope that he and Lady Dawson may have a long enjoyment of health and happiness."

—Sir Donald A. Smith lately said in connection with this event: "Need I say that there is no foundation whatever for the charge that the Governors acted precipitately in accepting Sir William's resignation? So far from doing so, we adjourned the first meeting at which the resignation came before us, met a week later, and again considered the matter. The Governors had no option whatever. Sir William's physicians told him distinctly that to continue to do the work of the principalship would be at the imminent risk of his life. It was acting upon what was really an injunction of the physicians that Sir William resigned. The Governors knew this. We were anxious to meet the wishes of Sir William and Lady Dawson in every possible way. That disposition of the Governors was stated by me in the note I sent to Sir William. It was with the deepest regret we found that Sir William could not continue to fill the position in which he had earned such honor and esteem. In accepting his resignation, the Governors were carrying out his firmly expressed wish, but it was with deep sorrow that the state of Sir William's health rendered such resignation necessary. I may say that Sir William and the Governors acted together in the greatest harmony. If there are any differences, I do not know them."

—Mr. George Hague, a member of the Board of Governors has also said it was all nonsense to talk about undue haste on the part of the Governors in accepting Sir William's resignation. Before the Principal went away for his health he had intimated to the Governors that, feeling the weight of years, it might be desirable for them to entertain the question of a successor before long, and when he returned, finding that, though somewhat improved, his normal strength and vigour were not likely to be restored, and that the doctors had recommended his retiring from the Principalship, he sent a formal letter of resignation to the Governors. The latter had no alternative. They had to accept a resignation which Sir William himself had led them to expect for some time past might be offered

them. The talk about differences between the Governors and Sir William, and haste on the part of the Board, was quite foundationless.

Mr. J. H. R. Molson, another Governor, has also deprecated the discussion which had taken place about this matter. It was distressing to all parties. Some ill-natured person had started the nonsense that the Governors had acted hastily in accepting Sir William's resignation and others had kept it up. Best to let the matter drop. Sir William's resignation was a possibility which the Governors had to face for some time past. Upon his return, when the doctors told him that he could not continue to occupy himself with the heavy cares of the University, Sir William was pleased with the thought that now he could devote himself to his favorite literary pursuits for his remaining years.

To the Editor of THE SCHOOL JOURNAL:—Among the changes so strikingly effected in our public schools, through a more modern curriculum, nothing would probably force itself so impressively upon a casual visitor as the attempt on the part of the child to express, not simply by words, but with illustrations, the thoughts he wishes to place upon paper.

One had only to visit the "Brookline Exhibit," to see this idea carried out through every grade of work from the kindergarten to the high school, and to have any question as to its value as an educational factor silently but potently answered.

To those who were not permitted to examine the work of the "Exhibit" and who have not as yet adopted any methodical course in this branch of school-work, this paper has by request been written, with the hope that others may be stirred to thought and action and derive profit from our knowledge born of experience. That a better understanding of the subject may be obtained, papers prepared by the pupils on various subjects and representing different school grades will accompany this article. Among the first questions to be answered is,—How is all this work to be brought about? Now as a result of these changes referred to, it has come about, and naturally enough, that the "Course in Drawing" now fails to meet satisfactorily the new and changed condition of things, and we realize that

"Time makes ancient good uncouth."

Until recently drawing has been taught as a "thing apart," and seldom outside the regular class exercise, or the drawing book, have any of the principles taught been applied?

A lesson taught by the Brookline exhibition is that the fundamental principles which underlie all drawing should be taught in their elementary stages to the lowest classes in the schools, and the knowledge obtained at once, and constantly, applied by the child to the objects by which he is surrounded. Like writing, drawing should be made practically useful to every child. "He may make a very crude drawing, but if he sees clearly and makes you see what he saw, the true art quality is his."

Let us suppose a class is studying a poem, in which allusion is made to the trees, the rocks, the sky. You ask the class to portray to you the mental picture that comes up before them after reading the lines. You ask if any ever saw a picture like it. All have. Who can draw a tree? A number volunteer and one is allowed to try. A few criticisms, and a "telling stroke," here and there, by the teacher and a tree is drawn; then a rock in the same manner. Follow this with a talk about a "horizon line" and a few general suggestions about position, distance, etc., and send the pupils home at the close of the day to "look up" in the magazines and books at their disposal pictures containing the features needed in the picture. In a few days ask for the results, and many a teacher will find, as who has not, "The child is father of the man." A few more individual criticisms and the child is allowed to illustrate his poem and what is still better take it home to his mother. Many a boy has been spurred on to do better for mother's sake, what his own indolence would not encourage.

The illustrations in children's school books will not only assist but develop an artistic taste in the pupils.

The rapidly growing custom of inserting outline illustrations in the columns of the daily paper gives positive proof of the value of illustration as a means of emphasis.

To those who would claim a lack of time as a formidable barrier to the carrying out of such work, I would say, good teaching consists in quality not quantity. With a teacher competent to utilize crayons and blackboards in illustrating other studies, ample time can be saved for the extra instruction necessary to fit the child for the task required. Says Fitch: "No amount of care, inventiveness, and forethought, which you are able to devote to illustrations will be wasted.

What has the child gained, do you ask?

"The brain through the five channels of the senses receives impressions which result in knowledge; therefore, that education is alone complete which results in the most complete development of all its powers,—the powers of production as well as absorption."

The value of drawing as a mental discipline I believe to be not inferior to that of any of the other studies. Drawing may well be called the universal language. It gives cunning to the hand, teaches the child to observe, to express, and increases the power of the eye.

It teaches him to look upon any work as the expression of the thought of the maker. Not more potent than the chisel is the pen as an expresser of thought.

Above all, it gives to the poem studied a deeper meaning. What-
ever, then, helps to fix these things in our minds, and to recall them
in after life is eminently useful.

RUTH E. LANDER.

[There is a valuable suggestion in the above letter which we would like to see followed up by our own elementary teachers in the Province of Quebec.]

Books Received and Reviewed.

The last number of *Past and Present*, the magazine of the Berthier Grammar School, is bright and sparkling, full of all that will make the old boys and the new boys enjoy it to their hearts' content. The school that can produce such a periodical is well within the circle of permanent popularity. *The Annual Report* of the Superintendent of Public Instruction of the City of Brooklyn marks in clear outline the progress that has been made in the schools and is continuing to be made. Mr. Maxwell is well known as an efficient officer. *The Annual Announcement* of the Montreal High School is to hand, and can be procured by application to the Rector, Rev. E. I. Rexford, B.A. *The Scots' Magazine* of Glasgow has changed editors, the Rev. Dr. Tulloch having retired after a period of faithful service to his publishers. *Education*, the most advanced of our educational periodicals, has an excellent series of articles in the issue of last month on the Modern School, University Degrees, Woman's Work for Woman, University Extension and kindred subjects full of interest and instruction to the teacher. *Ginn & Company's Catalogue* for 1893 ought to be sent for by every teacher, as it will give him an insight into the progress made in preparing the best text-books to be had. *The Canadian Magazine* has an excellent table of contents for last month; every teacher should read the article on "Education vs. Cram." *The Annual Report* of the Superintendent of Education of Nova Scotia has been received, as also the Report of Dr. Inch, of New Brunswick. These provinces are evidently holding their own in educational advancement.

CLASSICS FOR CHILDREN, issued by the Messrs. Ginn, of Boston, is a series we have commended before. Two additional volumes have lately been added to the series—Faucillon's *Gods and Heroes; or, the Kingdom of Jupiter*, and *Marcus Aurelius*, edited by Mr. Edwin Ginn. Both of these books should find a place in the school library.

JANSON'S QUEST, by Dr. D. O. S. Lowell, of the Roxbury Latin School, illustrated by C. W. Reed, and published by Messrs. Leach, Shewell & Sanborn, Boston. This is an excellent little work for the young folks, and may also take rank as a classic for children, giving the curious story of the first ship that ever crossed the seas. The story is told in a way to please everyone who reads it, while the illustrations are really very good.

THE MEMORY-MAP ATLAS, issued by the Messrs. G. W. Bacon & Co., 116 Strand, London, is a new idea which teachers will certainly appreciate. The outlines are bold, and the coast-lines clear and well defined. We would like to see a few maps in the book on the Canadian provinces. For map-drawing no better book could well be designed.

FIFTY LESSONS, ON WOOD WORKING, by Arthur A. Upham, of the Winconsin Normal School, and published by Messrs. Kellogg & Co.,

New York. The course presented is the result of much thought, study and practice, embodying both his own and others' experience in teaching, and has been used by him successfully. First there are directions how to use the most common tools, such as the try-square, gauge, hammer, saw, plane, bit, chisel, etc. Next are described operations, on wood; then the construction of joints, dovetails, etc., is treated; then the miterbox, picture frames, screens, shoe-blackening stool, etc., the book closing with a valuable chapter on the selection, use, and care of tools. The strong features of the book are its brevity, simplicity, and clear treatment of just those points that the young student of manual training will need to learn. It is liberally illustrated.

Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,
QUEBEC, 26th May, 1893.

On which day the 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.; the Reverend W. I. Shaw, LL.D.; A. Cameron, Esq., M.D.; Professor A. W. Kneeland, M.A.; the Reverend A. T. Love, M.A.; the Right Reverend A. H. Dunn, D.D.; the Very Reverend Dean Norman, D.D.; the Reverend Dr. Cornish; E. J. Hemming, Esq., Q.C., D.C.L.; the Reverend Elson I. Rexford, B.A.; and S. P. Robins, Esq., LL.D.

The Venerable Archdeacon Lindsay, Sir William Dawson, and Samuel Finley, Esq., sent regrets because of their absence.

The minutes of the last meeting were read and confirmed.

2. The Secretary submitted a letter from Miss Jeanie F. Baillie, asking for exemptions on the ground of University standing and extra-provincial certificate.

Moved by Dr. Hemming, seconded by Dr. Robins, and resolved: "That this Committee regrets that, under existing regulations, they are unable to grant the request of Miss J. F. Baillie."

3. From Mr. H. M. Tory, Secretary of the A. A. Board of Examiners, transmitting resolutions of the Board.

The resolutions, which read as follows, were approved by the Committee:—

(1) A candidate who has failed to pass the Advanced A. A. Examination shall be required to pay a fee of \$5 for every subsequent Advanced A. A. Examination at which he may present himself.

(2) That Regulation 2, page 3, of Regulations for University School Examinations, be amended by the substitution of 1000 for 1100.

(3) That Regulations 3 and 4 be amended by the substitution of 40 per cent. for 34 per cent.

(4) That Regulation 8 be amended by substituting for the words "At the next examination" the words "At any future time," thus removing the time limit.

4. It was agreed to request Professor Crockett, Professor Macadam, Inspectors Taylor and Parker, and Reverend T. Z. Lefebvre, to assist Dr. Harper in the examination of the superior school papers.

5. The Reverend James Hepburn and the Reverend Mr. Wilson were appointed to act as deputy examiners in Richmond and Aylmer respectively, for the Central Board.

6. Professor Kneeland then introduced the following motion which he had moved, seconded by the Reverend Dr. Shaw, at the meeting in November last: "That hereafter, in making grants to all institutions entitled to share in the moneys available for the encouragement of superior education, the work and needs of such institutions be made the basis for determining said grants, due respect being paid to all existing legal rights."

After a short discussion it was moved in amendment by the Reverend Dr. Cornish, seconded by Dr. Shaw, and resolved: "That the motion of Professor Kneeland be laid upon the table until the September meeting, and that a sub-committee of enquiry, consisting of the Chairman, Sir William Dawson, Dr. Hemming, Dr. Shaw, Reverend Mr. Rexford, Reverend Mr. Love, and Professor Kneeland, be appointed to examine and report upon all matters or questions connected with the said motion, and that the above sub-committee be authorized to print their report for confidential distribution among members of this Committee."

7. Moved by Dr. Robins, seconded by the Reverend Mr. Rexford, that the printed report on the Recommendations of the Inspector of Superior Schools be received and considered clause by clause.

Moved in amendment by Dr. Hemming, seconded by Dean Norman, "that the report of the sub-committee on Recommendations of the Inspector of Superior Schools do lie on the table until the next session, when the question of grants will come up."

The amendment on being put was lost, and the main motion was carried.

After discussion the following clause was adopted by the Committee, the others being withdrawn by the sub-committee:—

2nd. "That three prizes be offered for competition among the Superior Schools of this Province for the school premises most neatly maintained: a first prize of one hundred dollars, a second of fifty dollars, and a third of twenty-five dollars; adjudication to be made by the Inspector of Superior Schools, and the amount of the prize, when awarded, to be paid to the commissioners under whose control the successful school is maintained; the first competition to be held

in 1895, and no school obtaining a prize to be allowed to compete again within three years, and then only on condition that the school premises have been properly maintained in the interval."

8. The inspector of Superior Schools then read his interim report.

Moved by the Reverend Elson I. Rexford, seconded by G. L. Masten, Esq., and resolved: "That the report of the Inspector of Superior Schools be received and that the grants to Sutton Model School and Kinnear's Mills Model School be referred to the sub-committee on grants at the distribution in September next."

9. Reports of sub-committees.

1. On Professional Training was received and the following clauses were adopted:

(a). Your sub-committee recommends that only professionally trained teachers be in charge of any department of a school subsidized and controlled by the Protestant Committee of the Council of Public Instruction.

(b). That such professionally trained teachers be (a) those having taken the full course at the McGill Normal School, and (b) those holding first class diplomas under existing regulations.

These clauses are not to be interpreted prejudicially to teachers now engaged in such schools during their present engagements.

(c). That three Institutes be held this summer, one each at Lennoxville, Cowansville and Inverness.

That the Reverend Mr. Rexford, Dr. Harper and Inspector Taylor conduct the one at Cowansville, Mr. Parmelee and Inspector Hewton the one at Lennoxville, and Professor Kneeland and Inspector Parker the one at Inverness;

That they be held for the period of one week each.

That fifty per cent. be the minimum of marks demanded for each subject in the written examinations.

That a syllabus of work to be taken up be published each year at least three months before the date of the Institutes, and that a course of professional reading be prescribed for all candidates for a first class diploma under regulation 37.

(d) It is recommended that all candidates for an academy diploma follow a course of professional training provided by this Committee.

2. On salaries.

QUEBEC, 25th May, 1893.

The sub-committee appointed to wait on the Government in relation to the salary of the English Clerk in the Department, Mr. Paxman, and also on the subject of the increase to the salaries of Mr. McQuat and Mr. Parker, inspectors of elementary schools, waited on the Premier at eleven o'clock a.m. this day.

There were present, besides Mr. R. W. Heneker, Chairman, the Reverend Dr. Shaw, the Very Reverend the Dean of Quebec, the Reverend E. I. Rexford, the Reverend A. T. Love, and Mr. G. W. Parmelee, Secretary of the Department.

After a full explanation of the state and condition of each of the above cases, the Premier expressed himself as willing to do what was possible under the existing condition of the Provincial finances. He desired in every department of the Public Service to have a sufficient number of efficient officers, who could not be secured without fair remuneration for their services. He asked for an exact statement of the grounds taken by the sub-committee in both of the above cases, and he stated emphatically that justice ought to be done to deserving officers.

The Chairman, Dr. Heneker, also brought to his attention the question of making the Inspector of Superior Schools a Government officer with a sufficient salary. He explained that this matter was brought to the notice of the late Premier when the subject of the Ways and Means of the Protestant Committee was being discussed. Dr. Heneker did not press for a solution of this important question at once, but he was afraid it might be lost sight of, and yet it was of paramount importance to the welfare of the schools and the legitimate demands of this country.

It was agreed to await the return of the Honorable J. S. Hall, from England, before discussing the details of this measure.

The whole respectfully submitted on behalf of the sub-committee.

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

Moved by the Reverend E. I. Rexford, seconded by Dr. Kneeland and resolved: "That the report of the sub-committee be received, and the sub-committee continued, with instructions to continue their efforts to secure the rectification of the salaries of Messrs. Paxman, McOuatt and Parker."

3. On Technical Education was read, received and ordered to be printed.

4. On Course of Study.

QUEBEC, 26th May, 1893.

Your sub-committee begs to report (1) that they have carefully considered the various representations received from teachers and others concerning the Course of Study for Superior Schools; (2) that they find that Algebra, Geometry and Latin are rendered compulsory for those pupils who are looking forward to Teachers' diplomas, A. A. Certificates or matriculation examinations by the requirements prescribed for these examinations; (3) that any action taken by this committee will affect, chiefly, those pupils who attend for irregular or short periods; (4) that your sub-committee recommends that Regulation 74 be amended to read as follows:—

74. "In these written examinations pupils shall be considered as having passed in their respective grades provided they pass in Writing, Spelling, Arithmetic, English, Geography, History, Scripture, French, Physiology and Hygiene, and Drawing, and also in at least two of the remaining subjects of their respective grades."

The practical effect of this modification is (1) to make English compulsory in all grades, and (2) to allow the pupils to take as a minimum any two of the following four subjects: Book-keeping, Algebra, Geometry and Latin.

Respectfully submitted on behalf of the sub-committee,

(Signed) ELSON I. REXFORD, *Convener*.

The report as read was adopted.

5. On text-books.

Merrill's "Word and Exercise Book" has been submitted for authorization. In its present form the committee cannot recommend it, but, recognizing the superior character of the book in many respects, the committee will ask for certain modifications, and if these are made will be prepared to recommend its authorization.

Part 2 of the Progressive French Reader, already authorized, and completing the alternative French Course for the A. A. Examinations, should be formally placed on the list of authorized text-books.

Brand's Lessons on the Human Body has been submitted, but too late to allow the committee to give an opinion to-day.

(Signed) A. W. KNEELAND.
G. L. MASTEN.
E. I. REXFORD.

On motion of Professor Kneeland, seconded by the Reverend A. T. Love, the report was received and adopted.

6. On Bible study in schools.

The sub-committee on Bible study in schools reported progress to the effect that they had the matter referred to them under their careful consideration; and that they were unanimously of the opinion that New Testament History, in so far as it sets forth the facts of Our Lord's Life and History, should be introduced into all grades of schools, and systematically studied from the beginning of each course. As the preparation of a suitable and complete schedule of lessons requires much time and care, the sub-committee asked leave to report progress and to be further continued, in order to complete the same.

The report was received and the sub-committee continued.

The Secretary submitted the following financial statement of the Protestant Committee, which was received, examined and found correct.

May 26th, 1893.

FINANCIAL STATEMENT OF THE PROTESTANT COMMITTEE OF THE
COUNCIL OF PUBLIC INSTRUCTION.

Superior Education Fund.

1893	RECEIPTS.	
March 3.	Bank Balance	\$3523 78
	Balance due from Contingencies....	1228 16
		<hr/> \$4751 94

EXPENDITURE— <i>Nil.</i>	
May 26. Balance.....	\$4751 94
Contingent Fund.....	
Receipts— <i>Nil.</i>	
Overdrawn to balance.....	\$1228 16
EXPENDITURE.	
March 3. Overdrawn to date.....	\$1040 66
March 7. Salary of Secretary.....	62 50
Salary of Inspector of Superior Schools.....	125 00
	\$1228 16
Bank balance, March 3, 1893.....	\$3523 78
Less amount drawn since.....	187 50
	\$3336 28

R. W. HENEKER.

N.B.—Furniture in Inspector's office on hand.

Dr. Hemming gave notice of the following motion:—

"I hereby give notice that when the question of grants comes up for discussion before this Committee I will move as follows":—That a representative sub-committee be named to take into consideration the whole question of grants by this committee in aid of Superior Education, more particularly with reference to:—1. The principle that should govern this Committee in awarding such grants so as to promote the general diffusion of superior education, and to that end whether it is desirable that the grant should be awarded solely to those having control of such institutions or to the teachers therein or to deserving scholars in the shape of scholarships or bursaries, or to all three combined.

2. "The conditions on which such grants should be made, such as the permanency of the institution benefited, its location, buildings, organization and curriculum. See Arts. 446, 449, 475.

3. "The means to be adopted to ensure that the grants shall be applied in accordance with the intention of this Committee. Art. 447.

4. "The distribution of the same as between the different grades of superior institutions. Arts. 443 and 444.

5. "Whether such grants should be continued when any institution shall have become self-supporting; and generally such other matters in connection therewith as the committee may consider desirable, and to report to this Committee at its next session."

There being no further business the Committee adjourned to meet on the third Friday in September next, or earlier, on the call of the Chairman.

G. W. PARMELEE,
Secretary.