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Vol. VI., No. 7 & 8. } JULY & AUGUST, 1886. { \$1.00 per annum.
10 cts. per No.

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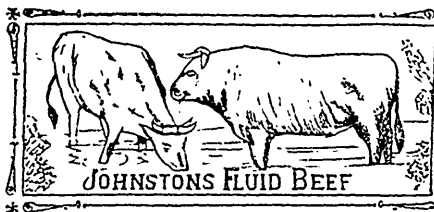
THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE COUNCIL OF
PUBLIC INSTRUCTION COMMUNICATES ITS PROCEEDINGS
AND OFFICIAL ANNOUNCEMENTS.

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THE
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JULY & AUGUST, 1886.

VOL. VI.

NOTABLE FEATURES OF THE ENGLISH SYSTEM OF
ELEMENTARY EDUCATION.

BY TOLMAN A. SMITH.

Systems of education are seldom established, developed, critically analyzed, and radically changed in a single generation. It is doubtless for this reason that men incline to a belief in the inherent immutability of any particular system in which they bear a part.

On account of this tendency to an exaggerated view of what should ever and always be regarded as a means to an end, it is well to study the characteristics of different systems, and especially of those that can be viewed in their entirety. Such an example is afforded by the English system of elementary education, which is just now approaching an important crisis in its history. The Education Act of 1870, the work of men distinguished as statesmen and as educators, was elaborated with special reference to problems of great moment, for which, as yet, no solution had been offered.

As expressed by Mr. Forster in the first debate upon the bill in the House of Commons, in the effort to cover the country with efficient schools, there was to be "consistently with the attain-

ment of the object, the least possible expenditure of public money, the utmost endeavor not to injure existing and efficient schools, and the most careful absence of all encouragement to parents to neglect their children." The provisions by which this purpose was to be accomplished was set forth with great fullness in the act, and included everything that pertains to a complete school system; *i. e.*, the districting of the country; local management, with compulsory powers; government inspection, and the raising and distribution of funds. The new code, issued soon after the passage of the act, defined the qualification of teachers; the subjects of elementary instruction and their relative importance; the standard required for pass examinations; the capacity of school-rooms, etc. In short, between the act and the code, every requirement of the service seemed to be anticipated. With the exception of a single particular, the system does not differ materially from others that might be designated. The association of voluntary and public agencies, though a prominent feature, is one not confined to Great Britain; but the feature that has given a name to the system,—*viz.*, payment upon results,—is, I believe, not to be found elsewhere.

This expression has reference to the mode of distributing the larger portion of the government fund. The whole is apportioned as follows: a fixed grant; a merit grant; a grant on examination in elementary subjects; another, on examinations in class subjects; a grant for singing; all estimated upon the basis of a specified average attendance. In addition to these, there is a grant for needlework, calculated upon the average attendance of girls only, and a grant on examination in specific subjects not affected by average attendance. The fixed grant now amounts to 4s. 6d. per capita; the grant for educational effort to 12s. 6d. per capita or a results grant equal to three times the fixed grant.

The system thus briefly outlined has not worked fifteen years without friction. The disturbance has at last become so great that a royal commission has been appointed to inquire into the working of the education acts and to suggest measures of relief. Whatever may be the conclusions of the commission, their inquiry will be conducted in a thorough, impartial manner. This is guaranteed by the composition of the body, the members, so far as announced, being Mr. Mundell, Cardinal Manning, the Rev.

Dr. Dale of Birmingham, the Bishop of London, Canon Grey, the Rev. Dr. Rigg, and Sir John Lubbock.¹

In view of this proposed formal investigation, it would be foolish to venture a judgment upon any of the mooted points; but pending the results of the investigation, it is interesting to consider some of the conditions that made it necessary. These are set forth in statements of facts and opinions with which the public mind has been more or less occupied for two years past. We cannot but observe that English opinion in this connection is seldom hap-hazard conjecture. So many agencies are engaged in the work of elementary instruction, so many important interests involved, that every published statement is subjected to keen scrutiny; and few men will risk their reputations in the controversy unless they have ready an array of facts with which to meet opponents. Moreover, if a false statement is made or an untenable position assumed, the exposure is not confined to educational journals having little circulation outside of the school fraternity, but the leading newspapers give it the widest possible scope.

It is admitted on all sides, that the most important question to come before the commission is that of payment upon results. Naturally this mode of dealing with the grant finds warm advocates among the members of either house whenever the code or the budget is up for debate. Among these advocates are many whose opinion is formed upon personal knowledge of the operation of the provision. Chief among the number is Mr. Mundella, whose views are set forth in the following passage from his speech in opposition to a motion of Mr. Talbot, member for Oxford. Mr. Talbot had moved a petition to the Queen, praying her to withhold her consent from the article of the code providing for payment

¹ Since the above was written, the full constitution of the commission has been announced as follows: Sir Richard Assheton Cross, G. C. B.; M. P., (chairman); Cardinal Manning; The Earl of Harrowby; The Earl of Beauchamp; The Bishop of London; Lord Norton; Mr. A. J. Mundella, M. P.; Sir Francis Sandford, K. C. B.; Sir John Lubbock, Bart., M. P.; Sir Bernard Samuelson, Bart., M. P.; Mr. J. C. Talbot, M. P., Canon Gregory; The Rev. T. D. C. Morse; Mr. B. C. Molloy, M. P.; Mr. C. H. Alderson; Henry Richard, Esq., M. P.; Mr. Samuel Rathbone; Mr. Sydney Buckston; Dr. R. W. Dale; Dr. Rigg; Mr. Thomas E. Heller; Rev. Benjamin F. Smith; Mr. George Shipton, Mr. Hugh Cowie, Q. C. (secretary).

upon results, with the view of securing that a larger proportion should be allowed as a fund grant upon average attendance. In opposing the motion, Mr. Mundella said that "payment by results had given a powerful stimulus to education; it had secured an honest equivalent for the vast expenditure of the state; it gave to all the schools in proportion to their efficiency." Sir Lyon Playfair and Mr. Forster supported Mr. Mundella, and with them the majority of the house voted. Against such advocates of the principle, we may place a long list of equally distinguished opponents, and a longer list of persons less distinguished, but more deeply experienced in its effects.

For several successive years the National Union of Elementary Teachers has protested against payments upon results. In 1884 their language was as follows: In the opinion of the conference, the system of payment by results and classification by standards, applied to elementary schools under the conditions of the educational code, is unsound in principle, injurious to education, and productive of much over-pressure upon scholars and teachers; and a code based upon this system cannot be deemed wholly satisfactory."

Mr. Wild, president of the Union, and Mr. Heller its secretary, have given the clearest exposition of the mischief resulting from the system. Says Mr. Heller: "It is the direct cause of over-pressure; it elevates mechanical above educational results; it has damaged the classification and instruction in elementary schools; it condemns the weak and poor schools to a perpetual inefficiency, by withholding the means by which only efficiency can be secured; it has rendered necessary a system of teaching which leaves no permanent mark upon the minds of many of the scholars, and gives them little desire to continue their education after leaving the day-school."

Canon Daniel of the Battersea Training College says: "The ultimate cause of over-pressure is to be sought for in the abuse of the principle which underlies the code,—a very good principle, so long as we are dealing with results embodied in brute matter, but a most dangerous principle when indiscriminately applied to results produced in living children for the benefit of others than the children themselves."

Archdeacon Farrar dealt fully with the principle in a recent

sermon, and I need hardly say, condemned it. Professor Lawrie has uttered vigorous protests against it, and the Scotch teachers as a body have not been a whit behind in their expressions. The large cities have found a way of ridding themselves of the worst effects of the peculiar mode of distributing the public funds, by paying their teachers fixed salaries, thereby lessening the intolerable pressure of the results examination; but the rural schools have no prospect of such relief. As one writer expresses it; "They are in a vicious circle. Without a good grant they cannot afford to pay for good teaching; without good teaching they cannot secure a good grant." The report of the education department for 1884-85 makes it evident that the rural schools cannot long maintain their place in the unequal contest.

The present aspect and future possibilities of the results-grant are matters of interest to us. Such a mode of distributing appropriations would, indeed, not be tolerated in this country; but as it has operated in England, it affords an extreme illustration of the danger that attends any endeavor to make results that may be numerically stated the final criterion of education; and against endeavors like these we need constant warning.

The results-grant has not proved a more vexatious element in the English system than school-fees. The fee was a particular device for fostering in parents a due sense of responsibility with reference to the education of their offspring, and a proper degree of individual independence. Experience hardly justifies these expectations, and the fee has become the theme of hot controversy. Weighty names can be cited on either side. Lord Hartington, Lord Salisbury, Mr. Goschen, Mr. Childers, John Bright, and Oscar Browning are among those who favor its continuance. Mr. Chamberlain, Sir Charles Dilke, Mr. John Morley, Professor Beesley, Mr. E. N. Buxton, Mr. J. M. Wilson, Philip Magnus, and Mr. Mundella are among those who favor free schools. Mr. Gladstone has not yet committed himself on the subject. The teaching body and the organs of education are divided in their opinion; for instance, the *Schoolmaster* surrs up against free education as sure to be "cheap and nasty." While the *Journal of Education* maintains a dignified confidence in its advantages, voluntary schoolmen oppose the idea because it smacks of Americanism; *i. e.*, godless superficial schools, and state for ecclesiastical control. School-

Board men oppose the idea for fear of the anathemas of the taxpayer. All the prejudices that free education would have to encounter are expressed by Lord Stanley of Alderley, in his address to the electors of the United Kingdom. He urges them to refuse their votes for candidates in favor of free education, on the ground that "it is illiberal, foolish, extravagant, pauperizing, demoralizing, unnecessary, and irreligious." Meanwhile, progressive spirits of all parties are uniting in a determined stand for its introduction.

The complaints that have been brought against the fee system in England are the same as those we meet with in the early school history of our own states. The collection and entry imposes much labor upon teachers, consumes valuable time, and interferes in many ways with the school routine. Heavy expenses are incurred in the endeavor to force shiftless parents to provide the fee, and meantime their children swell the column of irregular attendants. The remission of fees in the case of parents whose poverty is proven places the pauper's stamp upon them. Different scales of fees, and their remission for cause, tend also to perpetuate and multiply class distinctions. All of these objections are sustained by the facts; but it will be for the commission to decide whether they are not over-balanced by moral and economic considerations. The former are gradually giving place in the argument to the latter, which have the advantage of accurate representation. As yet the figures have been only partially reported, but in that imperfect state are worth attention.

In presenting the budget for 1885-86, Mr. Stanhope gave the following details for the previous year: The government grant amounted to £2,846,000; voluntary contributions, £734,000; school pence including fees paid by guardians, £1,734,000; the rates £915,000; endowments and all other sources, £222,000; total, England and Wales, £6,451,000. This was current expenses, exclusive of building, enlarging and improving school property. The fees paid by the Poor Guardians amounted to £40,934, leaving £1,693,180 as the contribution from parents. From what source shall this sum be derived, if the fee is surrendered?

Mr. Jonathan Taylor, a member of the Sheffield Board, estimated that if the fees were abolished in all Board and voluntary schools, and the deficit thus caused charged to the rates, it would

increase these by about 7*d.* on the pound. Referring to this estimate, Mr. Mundella stated that it appeared to him a fair average for the country, but he did not think the rate-payers, even when relieved of school fees, could bear the addition which would make a workingman rated at £8 10*s.* a year pay 2*s.* 6*d.* a year for the privilege of free schools. In Mr. Mundella's judgment, "general taxation must be the means by which free education shall be given." Mr. Mundella also reminded his hearers that when the fees are abolished, the cost of investigating cases of delinquency, which is now borne by the rates, would be done away with. In London, the number of these cases amounts to some 30,000 annually; and as to the rural parishes, in which there are very few school-boards, Mr. Mundella asserts that "in the main, the whole machinery of education is in the hands of the boards of guardians."

The most serious difficulty, however, in the way of abolishing fees is not that of making good their loss, but the effect the measure is likely to have upon voluntary schools. The whole number of efficient elementary schools in England and Wales is about 19,000, of which more than 14,000 are voluntary, accommodating about two-thirds of the three and a quarter million children that make up the average school attendance.

The building and material of these voluntary schools are owned by the several religious denominations, and in addition to this property investment there are the annual subscriptions, which provide for a very large portion of the current expenses. In 1885 these subscriptions amounted to £734,000,—about one-fifth of the total expenditure. As a rule, fees and voluntary subscriptions provide for fully one-half of the expenses of voluntary schools. Serious fears are entertained that the abolition of the fee will prove fatal to this class of schools. As one writer expresses it: "The abolition of school fees will not only mean giving up close upon two millions of school income, but it will also mean the adoption of some system of local representative control; and that unexplained entity bears a strong family likeness to a school board. And with the establishment of school boards voluntary schools and voluntary subscriptions would soon vanish." It was the fear of such a catastrophe that caused a sudden collapse of the enthusiasm excited by Mr. Chamberlain's bold declaration for free schools in the opening of the recent campaign. All parties

prefer to wait until the Commission shall find a way of preserving voluntary schools under a free system. The prospect offers little inducement to a country that, like our own, is free from such entanglements to venture into them as certain doctrinaries every now and then propose.

The remaining questions that will come up before the Commission have chiefly to do with the conditions of efficiency in the schools themselves. This part of the inquiry will be followed by us with unusual interest, as our schools furnished for a while the strongest arguments to the opponents of free education. Even among the friends of the system there seems to be a disposition to regard American schools as superficial, excepting in a few cities; notably Boston and St. Louis. As we have no uniform standards, and pass examinations, by which we schedule the attainments of our elementary schools, the showings of our average attendance have been accepted as evidence against a free system. For a while it seemed as if the cause could not rally from the effects of such an exhibit; but some sage observer, having called attention to the fact that in Switzerland free schools maintain an average attendance of ninety-five per cent. of the school children, the argument from our schools gave way to a general hope that whatever happened, England might be saved from the American system.

There are methods and methods of computing average attendance, and causes and causes of irregularity, and if all were candidly taken into account it might send us quite high up in the scale. At any rate it seems hardly reasonable to compare a densely populated country having a homogeneous people and compulsory laws, with a country like our own, in which for twenty-six states out of thirty-eight and for nine territories out of ten the density of population ranges from twenty-one hundredths (.21) to forty-one and twenty-two hundredths (41.22) to the equal mile, to say nothing of the freedmen of the South, the emigrants of the North, and compulsory laws yet in the future. It is not, however, so important for us to defend ourselves as to learn as much as possible of what is going on elsewhere, that we may have models for imitation, or examples for avoidance. Space forbids a detailed examination of the conditions of average attendance under the English system, but the facts may be indicated by a few general statements.

Those who have followed the over-pressure agitation in England must have observed how largely the evil is attributed to irregular attendance by those who would maintain the results-grant. It is not uncommon to read in English papers that hundreds of school-children are running wild in the streets of London, notwithstanding the fact that £30,000 are annually expended in that metropolis for the enforcement of the compulsory school laws. Irregular attendance is declared to be the bane of the rural parishes, and Mr. Mundella, speaking for the whole country including Scotland, says: "There are 5,200,000 children on the register of the schools. They make now an average attendance of seventy-five per cent. That is a great improvement in the last five years. It, however, means that at least one-fourth of the children are absent every day in all the schools of the kingdom."

It should be remembered that only six-sevenths of the population are included in the class for whose children provision should be made in the common elementary schools; the remaining one-seventh belonging to the upper class, whose children are kept distinct from the rest. Reckoning upon this basis, the committee of Council of Education in England and Wales, in their report for 1884-85, state that the attendance of scholars falls lamentably short of the possible number. With the present population, says the report, there might be 5,426,400 on the registers, and 4,522,075 in average attendance, whereas the returns show only 4,337,321 children on the registers, and 3,273,124 in attendance. "In other words, for every 100 children of school age, for whom 89 school seats have been provided, we have only 80 scholars on the register, and 60 in daily attendance."

The ages of children in school attendance indicates also something of the results that may be accomplished. In England the school age is from 5 to 13 years. Of the number on the register in 1884, there were 3,729,392 between 5 and 13 years of age. Standard IV. marks the leaving point for the majority of children, as it is the standard for exemption. Generally this is passed at ten years of age, and for the four susceptible years following; the young people, more especially the boys, are left to the chances of juvenile labor or juvenile idleness. By what measures day school attendance shall be prolonged and night schools made the efficient complement of day schools, are problems awaiting the decision of the commission. From this part of their labors we may expect much that will be suggestive to school officers and to statesmen of our own country, since these are problems with which we also have to grapple.—*Education.*

INITIATORY METHODS OF TEACHING ENGLISH
COMPOSITION.

A. C. WILLIAMSON, Shawville, P.Q.

Notwithstanding all that has been said and published upon this subject, many teachers fail to communicate to their pupils the power of composing their mother tongue with ease and accuracy. Much time is spent in teaching grammar from text books, and in training children to analyze and parse sentences, imparting ability to pull down, but doing little to help them to build up. If half the pains were bestowed upon synthesis that there is upon analysis, the same expertness would be exhibited in the one as in the other.

The methods I am about to give a short exposition of, have from long experience been found to be very effective; children enter upon and continue to engage in them with avidity and delight, and if the teacher will give them a fair trial, he will be astonished at the results. The writer is not the originator of them, they have been gathered from various sources, or suggested to him by kind friends.

OBJECT AND MEANS OF COMPOSITION.

The object of composition is to give expression to thought; thoughts are acquired by observation, reading and reflection. Young people at an early age express orally their thoughts and feelings with a wonderful degree of fluency and correctness, an ability which is in striking contrast to the difficulty experienced when at a later period they are required to engage in written composition. Whence—it may be asked—this disparity? The power of utterance is in most cases voluble; how does the presentation of pen and ink lay an interdict upon the power? Stop effectually the quoting stream of the living voice? This is both an interesting and important enquiry. Look at Virago as she stands with her hands upon her sides, pouring forth her bitter invective, unrestrained by modesty or any other decent check. Thrust into her hands some knitting needles and worsted, and require her without delay to cast on forty or fifty stitches; the hands are removed from her sides, the lips are closed, the direction and glare of her eyes are altered, the current of feeling and thought has been arrested and changed, and they have to be con-

centrated upon another object; and not until she has acquired the power of using her needles so as to impose little or no restraint upon the action of her mind and tongue, can she again pour forth her stream of abuse. Now, do not pencil and paper act upon the child as did the needles and worsted upon the virago? There is writing, spelling, and arrangement of words and ideas to be attended to; if the more mechanical of these exercises absorb the attention, the more strikingly mental operation will in a great measure be inert.

Another difficulty arises from the young composers imagining that they must make a great distinction between written and spoken language, believing that what they write should be very different from what they say in properly conducted conversation. This leads them to exercise their memories in trying to find out fine words as used by others, instead of spontaneously giving expression to their own thoughts.

But a little more formidable difficulty has to be encountered when the pupils are required to originate and arrange ideas before giving expression to them. The simplest plan to pursue, is for the teacher to put a series of questions upon the subject, in the order in which he wishes to be followed in the written exercise, the answers to these questions to be noted down by the class, the whole to be connected in a proper manner.

There are other cases in which the interrogatives *what, why, when, where, how*, will suggest an intelligible and clear order of arrangement.

PREPARATORY STEPS.

Children are often called to engage in composition without previous preparation, writing materials are placed in their hands and they are told to do so and so. This is a great mistake, and some preparatory step should be taken at a very early period of the child's school history. Every teacher knows the difference between teaching those who are brought up by intelligent parents and in cultivated society, and those who are reared in an opposite condition of life. In the one case, the ordinary phraseology is pleasing and correct, the other has to be introduced to almost a new language. The one is prepared, the other is not.

The plan I propose will entail some additional work upon the primary teacher, but as his labours are intended to be preparatory in a wide sense of the term, what will be imposed in this case will only be within the sphere of his duty, and will much facilitate the labours of a higher grade in school.

What we propose is, that the art of reading and of oral composition be carried on contemporaneously; let it begin with the first lesson in the primer, but let the two exercises be kept perfectly distinct. In learning the form and sound of the words, the mind must be concentrated upon them till each word is known, and can be easily pointed out. The next thing is to employ the words as a vehicle of thought. The first lesson in the primer before me begins with—"It is an ox." From this the nature of affirmation is to be taught, and may be done in the following manner. Taking up an ink bottle or any other object at hand, you point to it and ask—Could you say, this is an ox? "No, it is an ink bottle," is the reply, and so on with regard to other objects. Suppose the next line to be "It is my ox." The new word here is "my"; touching a pupil's hand, you ask, Would it be correct to say, "This is his hand." "No, it is my hand." The whole class being treated in the same way, the nature of the possessive pronoun, my, will be obvious. In the next line of the lesson, "It is his ox," *his* can be illustrated in the same way as *my* was.

In sentences which follow, a new kind of word is introduced—It is a *fat* ox. Here comes the distinguishing or qualifying effect of the adjective. To illustrate the nature of such words, the pupil may be asked, Can you say anything of the ox besides its being fat? "It is small, large, black, brown," &c. The name of the part of speech is not to be mentioned, but as the class progresses step by step, it will without difficulty learn the nature and relation of words in the lesson, as it already has some notion of these in its oral communications.

The next step to be taken is the employment of the spelling lessons for attaining the object we have in view. Here is the first lesson: At, bat, cat, fat, hat, mat, pat, rat, vat. From these words short sentences are to be formed by each child in turn. At first the teacher may have to use some ingenuity to secure success as the employment of ellipses, and other means, as—Look

— that map. He struck the ball with the —. Then tell them to say something about a cat; something about fat, &c. In the case of the second, *bat*, and similar words, some care will have to be exercised so that when a word has more meanings than one, each of them may be understood. *Bat*, being the name of an animal that flies, the mere mention of that will be sufficient to suggest a sentence. This also will apply to that class of words which have the same sound but are spelt differently, as—meat, meet, mete. All the lessons in the book are to be used in the same way; indeed, it may be carried on through all the books of the series used in school, even although other exercises in composition are engaged in.

Another observation may here be made, namely, that the teacher should begin written composition as soon as the children can write neatly on their slates; I emphatically say *neatly*, for if no pains are taken in the writing, the composition will likely be on a par with it.

[To be continued.]

TEACHERS' NORMAL INSTITUTES.

The third series of the annual Institutes was held during the month of July, and from the interest evinced by the student-teachers who availed themselves of the privilege of attending them this year, the favour in which they are held is evidently on the increase. There were in all three Institutes held at different centres of the province, each lasting for four days,—one at Bishops College, Lennoxville, opened on Tuesday the 6th of July, the second at Knowlton, opened on Tuesday the 13th of July, and the third at Lachute, on Tuesday the 20th of July. The sessions at each Institute were eight in number, consisting of three hours each, and being followed up, sometimes, by gatherings in the evening. The lecturers comprised Dr. Robins, Principal of the McGill Normal School, Montreal, Dr. MacGregor, Professor of Mathematics in the same institution and the Rev. E. I. Rexford B.A., of the department of public instruction. These were assisted by some of the teachers of the districts in which the Institutes were held. The work had been carefully marked out previous to the meetings, each lecturer taking a subject in turn, and discussing it in a manner to enlist the atten-

tion of all present. Dr. Robins, with his usual enthusiasm, took up the subject of English. He not only gave an outline of *what* ought to be taught in our schools in this connection, but *how* the various stages of the study should be elucidated by the teacher to a class of children, illustrating the principles he laid down by a specimen lesson and by practical advice in the matter of selecting a poem for study in the school. Under the title of "Beginnings in Geography," he shewed how the best results might be reached by a prudent method of introducing a class to the subject of geography. The lesson which he gave on the divisions of time, given to the Institute taken as a class, was, very attractive and interesting. In discussing the process of mental development, Dr. Robins referred to the memory and the judgment, while elucidating the methods of teaching, and pressed upon the teachers the necessity of knowing more and more of the mental capacities of the beings they had to deal with in school life and work. Dr. McGregor, among other things, discussed the processes of reduction and fractions in arithmetic. He introduced the subject of mathematics under the title of "Beginnings in Geometry," and read two papers which contained many valuable suggestions to teachers under the title of "words on teaching." The Rev. E. I. Rexford introduced many very important and practical subjects in connection with the school in its internal and external economy, pointing out in his usual lucid language and manner, the relationships existing between school commissioners, parents, pupils, and teachers. On the subject of school discipline he gave many excellent hints, which will undoubtedly be of great service to the teachers present. Among those who assisted the above gentlemen in their work, may be mentioned Mr. Wardrop, Principal of Dunham Academy, who gave some valuable suggestions in connection with the teaching of spelling and arithmetic. The question box, as on former occasions, formed a very important feature of each Institute, an hour being devoted each morning to answering the questions placed in the box by the members of the Institute. As has been already hinted, the meetings this year have been very satisfactory, perhaps the most satisfactory of any held under the auspices of the gentlemen who deserve so much credit for conducting them. The number

of names enrolled was not so large as it was last year, but the average attendance was much larger. As an intimation had been made in the *Record* previous to the holding of the Institutes that mere honorary members were not to be desired at such meetings, this had no doubt much to do with the absence of holiday seekers, and with the general earnest tone of those in attendance. The attendance in point of regularity and punctuality was all that could be desired,—an assertion borne out by the fact that though no less than six sessions were required in order to entitle any member to a certificate, nearly all the members obtained certificates. As has been said, this is the third series of Institutes held in the province, and no one can doubt that the devotion of the gentlemen who have engaged in the work is not labour lost. This year a special certificate in the form of an illuminated card was presented to those members who had been present at the Institutes of 1884, 1885, 1886. Perhaps it were well that school commissioners in appointing teachers to the schools under their charge should take some cognizance of the certificates. As far as can be seen, these annual gatherings are having an important influence upon the school-work of the sections of the province in which they have been held, and so far has their influence for good been observed that some steps ought to be taken whereby the work accomplished by them may have some legal recognition. Those teachers who have had sufficient interest in the work of school teaching to attend these Institutes, ought surely to have some special classification sanctioned by law or special regulation. The certificates such teachers receive form a recommendation in themselves, but the time has come when attendance at these Institutes should be given some legal value. Candidates for first-class elementary diplomas should have a certain amount of professional training before they are entitled to receive such diplomas, and now that the work of the Teachers' Institutes of Quebec has been successful, perhaps it would be well to make attendance at these annual Institutes one of the conditions on which a first class elementary diploma would in future be granted. There could be a second and third class elementary diploma to be decided by a literary examination, until such time as the schools of the province could be supplied with

trained teachers; but is it not possible to recognise the training which a teacher may obtain by attending these Institutes or by five years service in school work while the province is trying to reach the much to be desired result of placing all elementary schools in the hands of ex-students from the Normal School.

The Lennoxville Institute presented some points peculiar to itself. The majority of the members were quartered in the college. The table was laid for forty or fifty each day, and the members thus had many opportunities of communicating with the conductors of the Institute and with one another, which were wanting at the other Institutes. During this Institute, the members were addressed by Dr. Heneker member, of the Council of Public Instruction, and by Dr. Adams, Principal of the University. Two evenings were occupied with impromptu entertainments by the members.

At this Institute, there were sixty-three names on the roll, of these 54 received certificates, and seven of these were triennial certificates. The success of this Institute was largely due to the kindness of the authorities in placing the college rooms at the disposal of the Institute. The following is a list of the members of the Institute:—

I.—Those who had attended three Institutes and received triennial certificates:—Miss Maggie E. Bayley, Compton; Mrs. A. J. Cook, Robinson; Miss Janet Hepburn, Robinson; Miss Mary E. Steen, Sherbrooke; Miss Eliza Lewis, Melbourne; Miss Sara Simpson, Melbourne; Miss Isabella Wilson, Richmond;

II.—Those who had attended two Institutes and received annual certificates:—Miss Lucy Ord, Miss Minnie A. Williams, Miss Mabel Hawley, Miss Wineford Hawley, Miss Ella Patton, Miss Elizabeth Hepburn, Mrs. Ellen Ingham, Robinson; Mrs. Sarah A. Mitchell, Jennie K. McCurdy, Mary N. Darby, Minnie Kerr, Maggie Allan, Lennoxville; Addie L. Hunting, May C. Hunting, Maggie E. Mitchell, Huntingville; Sarah C. LeBaron, North Hatley; Emma Stevenson, Learned Plain; Bella L. Church, Hatley; Bella L. Swail, Johnville; Martha DuVerney, Brompton; Jane Varney, Brompton; Sarah E. Chase, Moe's River; Jennie A. Holzen, Waterville; Alice E. Fuller, Coaticooke; Emma C. Blodgett, Milby; Dollie Farnsworth, Eaton; Achsah M. Farnsworth, Cookshire; Clara A. Simons, Martinville.

III.—Those who had attended one Institute and received annual certificates:—Mr. Henry W. Hunting, Huntingville; Miss Bertha LeBaron, North Hatley; Miss May Little, North Hatley; Miss Ellen L. Alger, Johnville; Mrs. Agnes Campbell, Miss Clara Bottom, Miss Henrietta Sherriffs, Sherbrooke; Miss Alice M. Osgood, Cookshire; Miss Mary L. Lothrop, Dudswell; Miss Henrietta Goodenough, Miss Jane Hepburn, Robinson; Miss Lillie F. Smiley, Sand Hill; Miss Ellen S. Cairns, Miss Jennie S. Cairns, East Clifton; Alma Bridgette, Sawyer-

ville; Bertie E. Cross, Ulverton; Miss Clara A. Northy, Miss Priscilla J. Berry, Miss May Elliott, Lennoxville.

IV.—The following attended less than six sessions and therefore received no certificates:—Mr. G. H. Howard, Sherbrooke; Mr. R. J. Hewton, St. Johns; Mrs. R. J. Hewton, St. Johns; Miss Elizabeth Wyman, Waterville; Miss Jennie A. Wadleigh, Miss Anna A. Wadleigh, Coaticooke; Miss Louisa E. Hunt, Huntingville; Miss Sarah Dawson, Eaton; Miss Marion Cameron, Lennoxville.

At *Knowlton*, the Institute was in session from July 13th to 16th. Abundant provision was made for the entertainment of the teachers by the people of Knowlton. For this the teachers are largely indebted to the active interest of Mr. and Mrs. Walton. In addition to the regular sessions, two evening meetings were held which were largely attended. There were eighty-five names on the roll, of these seventy-two received certificates, thirteen of which were triennial certificates.

The following are the names of the members of the Institute. I.—Those who received triennial certificates:—Alex. B. Wardrope, Dunham; Maggie Hodgson, Granby; Francis F. McMannis, East Bolton; Ada Smith, Frelighsburg; Carrie Moses, East Bolton; Edna Channel, East Bolton; Eunice Cook, West Bolton; Lucretia Billings, East Bolton; Annie Harvey, East Bolton; Amelia O'Bryan, Sutton; Mrs. John Halse, Sutton; Helena L. Barnum, St. Armand; Mrs. Florence Shufelt, Brome; Mr. Walton, Knowlton.

II.—Those who received annual certificates:—Miss Emily Elkins, Potton; Miss Nina J. Elkins, Mansonville; Mrs. J. L. Grimes, Brome; Emma Fairfield, East Farnham; Bertha Ralston, Bernice Boright, Fannie Chamberlin, Stella Orcutt, West Bolton; Alice R. Boright, West Brome; Jessie Bresee, Sarah McCrum, West Potton; Susie S. Mooney, West Bolton; Luida Mooney, West Bolton; Mary Wilson, Brome; Jennie Reid, Sutton; A. L. Gilman, Cowansville; A. Winchester, Dunboro; Lucy Vernal, Brome; A. Spencer, West Bolton; Ida R. Ray, Brome; Jennie Hoskin, Stanbridge; Helen G. Wood, Knowlton; Mary Taylor, Knowlton; Mary Jersey, Potton; Mary Billings, Sutton; Jessie Dillon, East Bolton; Mary Armstrong, Brome; Jessie Corey, Ellie Currie, Frelighsburg; L. M. Sanborn, Brome Co.; Nancy McDermott, East Dunham; Rebecca Millar, Brome; Rosie Harvie, Brome; Mrs. Hester Libby, Frost Village; Miss Effie Wilkinson, Frost Village; Weltha Squire, Brome; Mattie E. Tuck, East Potton; Lizzie Latimer, Waterloo; Mrs. Wardrop, Dunham; Mary S. Johnston, West Bolton; Iola J. Shufelt, —; Barbara McLeod, Granby; Bertha E. Baker, Cowansville; Bertha Kemp, St. Ignace; Ida M. Bachelder, Warden; James Humphrey, Fordyce Cor.; Mrs. Mary Gilman, Iron Hill B.; Emma Niblock, Sutton; Cora Willey, Sutton; Lettie Willey, Sutton; Emma Tree, St. Damien; Winnie Butterfield, Mawcook; Miss Minckler, Waterloo; Myrtle B. Bunbank, —; Ella Foss, East Farnham; Anna Phelps, Bedford; Mr. H. Honeyman, Knowlton.

III.—Those who attended less than six sessions and therefore received no certificate:—Maggie Knowlton, Maude Lindsay, Marion Allen, Mr. Jackson, Waterloo; Linda Temple, Stukely; Annie Arthur, West Bolton; Mr. Galbraith, Montreal; Miss Carier, Sutton; Miss H. E. Fisher, Florence Wilson, Dunham; Annie England, Fulford; Lettie Armstrong, Mary Mooney, Miss Gilman, Brome.

Lachute Institute.—The preparations were made for this Institute under the direction of the School Commissioners of Lachute. As this was the first Institute or Teachers' Meeting held in this section of the Province the attendance was not so large as at the former gatherings. But a very good percentage of the teachers engaged in this section of the Province was present at the Institute. Two evening gatherings were also held at Lachute in addition to the ordinary sessions. The people of Lachute extended hospitality to the members of the Institute, and did all in their power to promote the success of the work. At the Institute fifty-four names were entered on the roll, of which forty-one received certificates, one of which was a triennial certificate. The following are the names of those in attendance: I. Those who received Triennial certificates:—Annie Hall, Dunham.

II.—Those who received annual certificates:—Miss Mary Tighe, Rawdon; Mr. W. M. Newton, Aylmer; Miss Mary D. Campbell, Miss Maggie Campbell, Miss Janet McDougall, Miss Lottie Spindlo, Miss Emma Todd, Ormstown; Miss Maggie Shepherd, Miss Hannah Shepherd, Miss Julia Armstrong, Miss Mary Haney, Miss Janet Loynachan, Miss Jessie Doig, Miss Sarah Cresswell, Miss Helen Patton, Miss Lizzie Armstrong, Miss Janet Patterson, Miss Jemima Morrison, Miss Maria Strong, Miss Jeanie Dunbar, Miss Maggie Patterson, Miss Sarah McGibbon, Miss Maggie Stewart, Mr. Thos. Haney, Mr. J. W. McOuat, Lachute; Miss Clara Ryder, Granby; Miss Catherine Martin, Pt. Fortune; Miss Mary Burwash, Miss Charlotte McMartin, St. Andrews; Miss Harriet Straker, Hemmingford; Mrs. F. A. Roy, Bedford; Mr. Alex. B. Wardrop, Dunham; Miss Annie Cotton, Beech Ridge; Miss Helen Coull, Valleyfield; Mr. Jas. McGregor, Huntingdon; Miss Christina Walkinshaw, Dundee; Mr. G. F. Calder, Aylmer; Miss Emma McNie; Stardale; Miss Annie Noyes, Cushing.

III.—Those who attended less than six sessions and therefore received no certificates:—Samuel Campbell, Ormstown; Sarah McCallum, Julia E. Davis, Lena McMartin, Christina McMartin, St. Andrews; Archibald McArthur, Dalesville; Lottie Bradford, Sarah J. Strong, Isabella Rodgers, Mary McGregor, Harriet Armstrong, Lachute; Mary Scott, Annie Scott, Lakefield; Mrs. Sommerby, St. Canute.

EDITORIAL NOTES.

Professional Changes.—Mr. T. Ainslie Young, M.A., Principal of the High School, Three Rivers, has been appointed to the position of Rector of the Quebec High School. The Board of Commissioners of the "Ancient Capital" have also secured the services of Mr. J. Porteous Arnold, who has been engaged for several years as a prominent member of the staff of the High School, Dundee, Scotland. Mr. Arnold goes to Quebec recommended by many distinguished educationists of the old country, and will

assume the duties of second master in the Quebec High School. The other gentlemen on the staff of this institution are the Rev. Robert Ker, Mr. S. J. Elliott and Professor De Kastner. In connection with Artillery Street School, the commissioners of Quebec have appointed Miss Amy Campbell as teacher of the elementary department.

In the McGill Normal School, Dr. Darey, for so many years Associate Professor of French, has resigned, and Madame Cornu has been appointed as teacher of the French language and literature, giving her whole time in the institution to this and other Normal School work.

Mr. Henry Cockfield, of Lachute, has received the appointment of Head Master of St. Anne Street School, Montreal.

Mr. Petry succeeds Mr. Clinton, as resident Master of Bishop's College School, Lennoxville, the latter having been appointed to a position in Ontario.

Mr. G. H. Howard, of Berthier *en haut*, will take charge of the Academy for Boys in Sherbrooke at the opening of the school after the midsummer holidays.

Mr. Parkins who has been head master of the Sherbrooke Academy for a period of years, has been appointed to Hatley Academy. Mr. Max Liebich, formerly engaged as a teacher in Dune Hillhouse School, Margate, England, succeeds Mr. Howard at Berthier.

Mr. J. W. McOuat has been appointed to the Head mastership of Lachute Academy.

Inspection of Academies and Model Schools.—The written examinations, by means of which the Protestant committee proposes to award the grants to Academies and Model Schools for the current year will in all probability be held simultaneously by means of printed papers. Nothing definite has as yet been arranged by the committee, but it is expected that the plan of examination will be decided upon at the October meeting. During the earlier part of the year, Dr. Harper, the Inspector of Superior Schools, will, it is said, visit the schools, and in conducting his inspection will confine himself in examining classes to that part of the authorized course of study which the teachers have been able to overtake, from the time the schools open after the midsummer holidays to the date of his visit, of which each teacher will be duly notified.

Meeting of the Protestant Committee.—The quarterly meeting of the Protestant committee of the Council of Public Instruction will be held on the 6th of October. Among the items to be discussed, an important one has already been referred to in connection with the inspection of Academies and Model Schools. Steps may also be taken to bring the course of study, by means of instituting a fourth grade in the programme for Academies, or by some other method, into line with the University School Examinations, while definite arrangements will be matured for the direction of the Boards of Examiners for Teacher's Diplomas.

Teachers' Provincial Convention.—The usual annual meetings of the Teachers' Association will be held during the second week of October. The last convention was held in Montreal in the month of March, but the meetings on that occasion were more or less of a special character, dealing chiefly with the vexed question of the Pension Act. The October meeting, as may be remembered, was put off on account of the scourge which visited Montreal last year. The convention this year will therefore be all the more important, considering the amount of business that had to lie over. The teachers will be called upon to elect two members to represent them on the administrative commission connected with the carrying out of the lately amended Pension Act. As usual, papers will be read by prominent educationists of the Province of Quebec and elsewhere. The meetings will be held in the McGill Normal School, and will be presided over by Sir William Dawson, the President of the Association:

The Amended Pension Act, which was given in full in our June number, should receive the careful attention of teachers. It is now in force in all its provisions, and it is in the interest of teachers to put themselves *en regle* in reference thereto. The administration of the Act is entrusted to a commission, composed of the Superintendent and two members elected by the Protestant teachers in convention assembled, and two members elected by the Roman Catholic teachers. This commission cannot meet before the last of October. In the meantime there are two points to which the special attention of teachers is directed. First, all teachers who wish to retire and obtain a pension for the year 1886-7 must file their application at the Department of Public Instruction, Quebec, before the first of November next, otherwise the application cannot be considered for the current year. Second, those teachers who taught previous to 1880, and desire to secure the right to count those years of service towards their pension, at present or in time to come, must pay the stoppages for those years at the rate of two per cent. on each year's salary before the 1st January next.

EXAMINATION PAPERS.

PROTESTANT DIVISIONS OF BOARDS OF EXAMINERS.

PRELIMINARY EXAMINATION, 1886.

(For Candidates of all grades, except in English Grammar, instead of which a special paper is given for the Academy and Model School Diploma.)

TUESDAY, MAY 4TH :—MORNING, 9 TO 12.

English Grammar.

1. State the different classes of *nouns, adjectives, pronouns, and verbs*, giving an example of each class. (7)
2. (a) In what respects is a verb inflected? (b) Give the parts of the verb *to bring* in which no auxiliary verb is used; also the 1st persons plural of all the tenses of the Indicative, Active and Passive of said verb *to bring*. (15)
3. (c) Construct a sentence with a noun clause and an adjective clause in it. (d) What is such a sentence as a whole called? (8)
4. The village all *declared how much he knew* ;
'Twas certain he could write and cipher too ;
Lands he could measure, time and tides presage,
And e'en the story ran that he could guage.
- (e) Give (1) a general analysis of the foregoing lines. (2) The noun clauses in them, and the relation of each to its principal clause, its connective whether expressed or understood, and its construction. (3) The parsing of the words in italics. (20)

Arithmetic.

N.B.—*The work must be shown as well as the answers.*

1. Define the terms : Prime Number, Factor, Greatest Common Measure, Decimal Fraction, Numerator. (5)
2. Show that moving the decimal point three places to the left is equivalent to dividing by 1000. (10)
3. Show that either dividing the numerator or multiplying the denominator divides the fraction. (10)
4. If two and two were three, what would the fourth of twenty be? (5)
5. What part of three pence is the third of two pence? (5)
6. What sum will amount to \$150 in four years at 8 per cent. per annum, simple interest? (10)
7. Find the quotient arising from the division of the product of $2\frac{3}{4}$ and $5\frac{1}{2}$ by their sum. (5)

Geography.

1. Name the Provinces which form the Dominion of Canada, with their respective Capitals. (10)
2. In what counties are Digby, Summerside, Moncton, St. Stephen, Port Hope, Galt, Barrie, Owen Sound, London, Sarnia? (10)
3. (a) By what Straits is Vancouver Island separated from the mainland? (b) What separates Cape Breton from Nova Scotia? (c) What place in Vancouver Island is specially noted for its coal fields? (d)

Mention the main tributaries of the St. Lawrence. (e) How did the St. Lawrence come by its name? (5)

4. Through what waters would a vessel pass in going from Quebec to Port Arthur [in Canada]? Name the principal rivers of British Columbia. Give their courses. (5)

5. Name the mountain ranges of North America? What is a watershed? How does the water escape from Lake Winnipeg? How is Newfoundland separated from Labrador? What two large rivers run into Lake Winnipeg? (5)

6. Give (1) six of the leading cities or towns in England, (2) three in Scotland, and (3) three in Ireland, with the county in which each is situated. (15)

Sacred History.

1. Give a brief account of the birth of Moses, his education, his first flight from Egypt, God's appearing to him, his conduct of the children of Israel from the land of Egypt, his leading them in the wilderness, his death and writings. (10)

2. State (1) who was Moses' successor in command of the Israelites, (2) conquest and tribes settled on the east side of the river Jordan, (3) the manner of crossing the Jordan, (4) the tribes settled on the west side of the Jordan. (10)

3. Mention (1) the names of the leading prophetic writers of the Old Testament; (2) the chief prophecies relating to our Saviour. (10)

4. Write out (1) one of the Commandments relating to our duty to God. (2) Another bearing on our duty to man. (3) Our Saviour's summary of the Ten Commandments. (10)

5. (1) What are the concluding commands and the promise of our Saviour to His disciples as given at the close of the Gospel of Matthew? (2) What is our Saviour's exposition of the Sixth Commandment as given in the sermon on the Mount? (10)

SPECIAL EXAMINATION FOR ELEMENTARY DIPLOMA, 1886.

(To be passed also by Candidates for Model School and Academy Diploma.)

TUESDAY, MAY, 4th :—AFTERNOON, 2 TO 5.30.

Art of Teaching.

(Answer any five of these questions.)

1. Write out the notes of an oral lesson on Grammar to a class that does not understand the function of the verb; or of a lesson on any of the great periods of English history.

2. "Lack of discipline in a school is the teacher's fault." Discuss the statement in all its bearings, and write out at least five rules which may assist a young teacher in securing good order in his or her school. (25)

3. Distinguish between *Instruction* and *Education*. What methods do you propose to adopt in order to develop your pupils' moral instincts. (25)

4. Draw out a scheme for your guidance while imparting instruction on Biblical subjects.

5. What subjects are to be taken up by a class able to read in the Fourth Reader? (25)

6. Have you ever seen any method or thought of any method of imparting instruction which you consider to be an excellent one, and worthy of being adopted by all teachers? Describe it in full if you have seen or thought of such a method. (25)

History of England.

1. Who were the Chartists and what did they claim? (10)
2. Assign events to the following dates: 1190, 1215, 1265, 1306, 1588, 1649, 1660, 1666, 1776, 1815. (10)
3. Give the terms of *one* of the following treaties: Troyes, Bretigny, Utrecht. (10)
4. "This Act is second in importance only to Magna Charter." What Act? Give the date. (10)
5. Sketch very briefly the reign of the first Plantagonet. (10)
6. What were the terms of Union between England and Scotland? Give the date. (10)

History of Canada.

7. Give the name of the discoverer of Lower Canada, Upper Canada, Cape Breton, New Brunswick, Prince Edward's Island, Newfoundland, Red River, British Columbia, Vancouver Island. (10)
8. Who was the mover of the "Ninety-two Resolutions" in the Parliament of Lower Canada? What was the principal grievance complained of? (10)
9. When was Canada acquired by the British, and who was the first English Governor of the Province of Quebec? (10)
10. What were the causes and consequences of the Canadian troubles of 1837 and '38, and who were the chief actors? (10)

French.

I. Traduisez: 1. Quel est le prix de ces évantails et de ces gants? 2. Ma tante n'a pas de framboises dans son jardin. 3. Mon oncle a quatre-vingts arbres dans son verger. 4. Nous avons eu la visite de notre cousin. 5. Combien de volumes avez-vous dans votre bibliothèque? 6. J'ai perdu neuf cents piastres et mon voisin en a gagné trois cent soixante-quinze. 7. Notre servante est aussi industrieuse que la vôtre, mais elle est moins obligeante. 8. Ce village produit le pire vin du pays. 9. Leur père est le plus riche négociant de la ville. (10)

II. Ecrivez les numéraux cardinaux et les numéraux ordinaux jusqu'à trente. Nommez les règles qui s'appliquent à vingt, cent, mille. Quand se sert-on des numéraux cardinaux au lieu des numéraux ordinaux? (15)

III. Traduisez: 1. These fine apples grow on those trees. 2. My dear sister read this book. 3. Put that book on the table. 4. These boots are new, give me my old boots. 5. Send some fruits and flowers to my mother and sisters. 6. Read your lessons four times. 7. The Bastille was demolished on the 14th July, 1789. 8. The first French Republic was proclaimed on the 2nd September, 1792. 9. The value of silver is less than that of gold. 10. I write little, but you write less. (10)

IV. Formez le pluriel de: croix, travail, sou, bal, jeu, corail, métal. (7)

V. Donnez la deuxième forme du masc. de: beau, nouveau, fou, mou, vieux, et dites quand on s'en sert. (8)

VI. Donnez le plur. de: flatteur, directeur, maître, ambassadeur, serviteur, épais, paysan, faux, frais. (10)

VII. Donnez le comparatif et le superlatif de: bon, mauvais, petit, et de: bien, mal, peu. Écrivez les temps simples du verbe "j'ai." (15)

N. B.—Il y aura 25 points pour la lecture et pour la dictée.

BOOK NOTICES, &c.

Ward's Graded Lessons in Letter Writing, A. S. BARNES & Co.—This series of four numbers is a very happy effort to provide a graduated series of exercises in the more common forms of letter writing. Each number consists of several pages of instructions and explanations concerning the work of the number, followed by model letters and business forms to be copied on blank pages of the book. Then summary statements are given as headings under which the required letters or business forms are to be written out by the pupils. This is an excellent series and will prove very useful to teachers as well as pupils.

Studies in General History, Teacher's Manual, MARY D. SHELDON, D. C. HEATH & Co.—The author holds that pupils should not be satisfied with results of historical research of others, that they should be brought into contact with the "raw material" of history and learn as the practical historian learns. She has accordingly prepared two volumes on historical study, one for pupils, and this companion edition for the teacher.

Old School Days by AMANDA B. HARRIS, Boston: Interstate Publishing Co. Price 60 cts. No more thoroughly entertaining book has been sent from the press this year than Miss Harris's recollections and reminiscences of school days in the country forty years ago.

Habit and its Importance in Education.—Translated from the German of Dr. Paul Radestock, by FANNIE A. CASPARI, Girls' High School, Baltimore, Md.; with an Introduction by Dr. G. STANLEY HALL, of Johns Hopkins University. 5 by 7½ inches. Cloth. 115 pp. Price by mail, 70 cts.

Prof. Radestock has devoted some of the best years of his life to practical teaching and to researches in the principles at the base of most habits. In this little book he draws freely upon the work of men like Wundt, Horwitz, and Lotze in Germany, and contemporary writers like Maudsley, H. Jackson, and the school of Spencer in England, and Ribot, Renomier, and Charcot in France.

Parliamentary Government in Canada, C. C. COLBY, Esq., M.P., Dawson ros., Montreal. Price, cloth 35 cts, paper 25 cts. This little pamphlet presents in a popular form a comprehensive outline of our political system and should have a wide circulation.

Studies in Greek Thought, by Prof. PACKARD, Yale College. Ginn & Co., Boston. Price \$1.00.

Examples of Differential Equations, with Rules for their solution, by GEORGE A. OSBORNE, Massachusetts Institute of Technology. Ginn & Co., Boston.

Selections from Latin Authors for sight reading, by E. T. TOMLINSON. Ginn & Co., Boston.

First Steps in Latin, specially prepared to fulfil the above conditions, by R. F. LEIGHTON, Ph. D. (Lips.), Principal of the High School, Brooklyn, N. Y., author of "Latin Lessons," "Greek Lessons," "History of Rome," etc. Complete in one book: Grammar, Exercises, and Vocabulary. The work embodies the fruits of mature Latin scholarship, the skill of a practical teacher, the experience of a successful author of elementary textbooks in the classics, the suggestions of many eminent teachers who have long been demanding such a text-book, and the results of several years of special study and preparation. Ginn & Company, Boston.

A very neat 72 pp. catalogue of Books for Teachers has just been issued by E. L. Kellogg & Co., of 25 Clinton Place, N. Y. It contains a list of 250 that are recognized as having practical value. Each book is classified, described, and indexed by author, subject, and title. To each is given the special teachers' price and postage. Many of the more important have contents given. Under the department of Principles of Education 19 books are described; Methods of Teaching has 51; School Management, 7; Primary Education, 10; Kindergarten Education, 14, etc. It has also a short introduction on the selection of books. The printing and paper are very excellent, the cover being in two colors. Sent for 4c. in stamps.

With the September number *Treasure Trove* will begin the second year of its increased size. The July number is particularly timely. It is handsomely illustrated, and beautifully printed. 36 pp. monthly, \$1.00 a year.

The author of the popular *Quizzism and its Key* has written a similar book of odd questions and answers, called "Handy Helps," to be published in August, by E. L. Kellogg & Co., of New York.

Undoubtedly the prince among question books is the one edited by Edw. R. Shaw, of Yonkers, N. Y., and to be ready in September, from the press of E. L. Kellogg & Co., of New York. It will have a number of entirely new features. The typography is to be most excellent.

School Devices is the name of a new book to be ready in August, by E. R. Shaw and Webb Donnell, of Yonkers, N. Y. The object is to afford practical assistance to teachers who wish to keep their work from degenerating into mere routine by giving them in convenient form for constant use at the desk, a multitude of new ways to present old truths.

D. C. Heath & Co, propose to publish from time to time, under the title of Monographs on Education, essays, prepared by specialists, choice in matter, practical in treatment, and of unquestionable value to teachers. They will be bound in paper covers and sold at low prices. No. 1 of this series will be a paper on *Modern Petrography*. An account of the Application of the Microscope to the Study of Geology, by GEORGE HUNTINGDON WILLIAMS, of the Johns Hopkins University, and will be ready very soon.

Plutarch's Lives.—Clough's Translation, by EDWIN GINN. *Johnson's Rasselas*, edited with notes for Schools. *Adventures of Ulysses*, edited with notes for Schools. Three volumes of classics for children. Ginn & Co.

It has been the aim in this series to present the authors as complete as possible. Several of the works appear entire. Others have been abridged as little as was necessary to adapt them for school use.

Not only have the publishers sought to give the best literature, but to give it in the most attractive form, in large type on good paper, and substantially bound, at a price within the reach of the poorest scholar in the land.

In preparation:

Gulliver's Travels.—Edited with notes for schools.

IRVING'S *Alhambra*, *The Arabian Nights*, and IRVING'S *Life of Washington*. Ginn & Company, Publishers.

Science for Schools.—A course of easy lessons in Science, adapted from the course of PAUL BERT, recently Minister of Education, France, and designed for use in *Common Schools*. By G. A. WENTWORTH and G. A. HILL. This course will consist of three small text-books bearing the titles: First Year in Science; Second Year in Science; Third Year in Science. The first book of the series will be ready at the beginning of September. Ginn & Company, Publishers.

The Interstate Publishing Company, of Chicago and Boston, have issued a new edition of *The Supplemental Dictionary*, by Rt. Rev. SAMUEL FALLOWS, D.D. It is claimed that this Dictionary contains nearly 35,000 words, phrases and new definitions of old words, not found in the latest edition of Webster's or Worcester's Unabridged. It is uniform in size and Style with Webster's Unabridged, and contains 530 pages. The work will hereafter be sold to the trade, and the price reduced to \$3.75 in sheep, \$4.50 in half morocco.

D. C. Heath & Co., of Boston, announce for September, *An Introduction to the Study of Robert Browning's Poetry*, by HIRAM CORSON, M.A., LL.D., Professor of English Literature in the Cornell University.

Essays on Educational Reformers by R. H. QUICK. Robert Clarke & Co., Cincinnati. This is a very fine edition of a standard work in the History of Education.

Six Weeks' Preparation for Reading Cæsar. A new edition. Designed to accompany a Grammar, and to prepare pupils for reading at sight. Adapted to Allen & Greenough's, Gildersleeve's, and Harkness' Grammars. By JAMES M. WHITTON, formerly President of Williston Seminary. 18mo. Cloth. 100 pages. Mailing price, 45 cts.

The method of this book is one devised and used in his own work by a teacher of long experience. The special object pursued is that early familiarity with the inflections and common concords of the Latin, which is at the foundation of all accurate scholarship.

The latter half of the book is intended as a manual for daily use after the pupil has begun to read Cæsar. It contains: Hints for help in translating; Rules for the order of words; Tables for explaining the formation

of words; Tables of the synopsis of verbs; Idiomatic sentences to be committed to memory; Specimen of examination papers; and Hints on reading at sight.

Lippincott's Popular Spelling Book. Price 20 cts. J. B. Lippincott & Co., Philadelphia. Several features peculiar to this book are deserving of special consideration, as they make it very different from an ordinary Spelling-Book.

(1.) The principle of comparison and contrast has been generally observed in the selection of the words in the lessons.

(2.) The words given are those in common use and those most commonly misspelled.

(3.) These words have been selected and classified with great care.

(4.) The lessons are well graded, and many are given in script.

(5.) Greater attention is paid to "Homonymes" than in any other work with which we are acquainted.

(6.) Free use has been made of "Literary Gems," mostly from English poetry. These are dependent on the lesson, and are intended to illustrate the use of the words, and to serve for memorizing.

Analytic Geometry by G. A. WENTWORTH, Professor of Mathematics, Phillips Academy, Exeter, N.H. The aim of this work is to present the elementary parts of the subject in the best form for class-room use. The connection between a locus and its equation is made perfectly clear in the opening chapter. The exercises are all graded and designed to secure the best mental training. By adding a supplement to each chapter, provision is made for a shorter or more extended course, as the time given to the subject will permit. Ginn & Company, Publishers.

The Canada Publishing Co. (Toronto) has issued a very useful edition of *Elementary Algebra*, by Professor McLellan, Director of the Ontario Normal School. The editor claims that the algebras in common use no longer meet the requirements of Canadian Schools, and that an imperative demand has arisen for a new elementary algebra, which in matter and methods shall more fully represent the training that our schools now give in the elements of the science. There is something to be said against the multiplication of works on Algebra and Geometry, but hardly anything against the edition before us. Teachers and pupils have now placed within their reach a work that can hardly fail to prove of immense benefit in the study of algebra. It contains, on the whole, a very considerable departure from the ordinary methods hitherto adopted by writers on this subject, but we think the changes introduced are fully warranted and likely to prove very helpful to those who wish to acquire a more complete knowledge of algebra than is generally obtained by our present methods. The articles on Symmetry, Exact Division and Resolution into Factors are likely to prove of immense advantage to the student, while the prominence given to the method of Detached Coefficients is certainly a step in the right direction. The method is not a novelty by any means, but it has been almost entirely overlooked by modern editors. In the present edition, the Binomial Theorem finds a natural place in connection with special forms of multiplication, and although the article is a short one, it will prove an excellent preparation for those who desire to prosecute the study more in detail, and sufficient for those who do not. Altogether we can commend the present edition, and we feel tolerably confident in predicting that Professor McLellan's work will soon replace all other algebras at present in use in our public schools. It contains 328 pages. Price 75 cts.

NOTICES FROM THE OFFICIAL GAZETTE.

The Lieutenant-Governor has been pleased, by order-in-council dated 6th May, 1886, to appoint Mr. Aug. Lawson, school commissioner for the municipality of "La Nativité," Co. Ottawa, instead of Mr. D. Jerome; also Mr. A. L'Hercule school commissioner for the municipality of "St. Valerien de Milton," Co. Shefford, to replace Mr. H. Roy.

17th May.—To organize the Board of Examiners of Stanstead into two divisions, Roman Catholic and Protestant. O. G., 1095.

17th May.—To erect into a school municipality the "Township Massé," Co. of Rimouski. O. G., 1095.

22nd May.—To erect the following School municipalities, "Ecors," "Village St. Vincent de Paul," "St. Elzear," "Côte St. François" and "La Grande Côte," all in the County of Laval. O. G., 1131.

28th May.—To appoint Messrs. F. X. Valiquette, Joseph Corbeil, Moise Rocan dit Bastien, W. Gravel, G. Leonard, school commissioners for the new school municipality of St. Elzear, Co. Laval. O. G., 1171.

Also five school commissioners for the municipality of Grande Cote, five commissioners for the municipality of La Côte St. François, five commissioners for the Municipality of Ecors, and five commissioners for the municipality of the Village St. Vincent de Paul, all in the Co. of Laval. O. G., 1172.

31st May.—To change the boundaries of the municipality of St. Sebastien de Aylmer. 19th July, of St. Samuel de Layhurst, Co. Beauce.

9th June.—To appoint the Rev. L. Le Bel member of the Board of Examiners of Carleton, Co. Bonaventure, to replace the Rev. P. Moreau. O. G. 1269.

9th June.—To appoint a school commissioner for the municipality of Chester East, Co. Arthabasca.

9th June.—To appoint Mr. Nap. Lortie commissioner for the municipality of St. Roch North, Co. Quebec.

30th June.—To appoint Mr. F. P. Beauchamp trustee for the dissentient schools of Eardley, Co. of Ottawa.

30th June.—To appoint the Rev. G. T. Harding member of the Protestant Division of the Board of Examiners of Richmond. O. G., 1406.

30th June.—To modify the Order-in-Council, No. 473, of the 22nd October, 1883. O. G., 1409.

30th June.—To erect the township of Suffolk, Co. Ottawa, into a distinct school municipality under the name of the "municipality of Suffolk." Same limits.

5th July.—To appoint John Harper, Esq., M.A., of Quebec, special inspector for the Protestant schools, Academical and Model, of the Province,

19th July.—To reappoint F. De Bartz L. Monk, Esq. commissioner of the Roman Catholic schools of the City of Montreal. O. G., 1575.

19th July.—To erect the school municipality of St. Valerian, Co. of Rimouski, and the school municipality of St. Clotilde, Co. of Chateauguay.

19th July.—To change the boundaries of the municipalities of St. Cecile de Milton, and Ste. Pudentienne, Co. Shefford. O. G., 1581.