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THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC,

PUBLISHED BI-MONTHLY, UNDER THE AUTHORITY OF THE PROTESTANT COMMITTEE OF
THE COUNCIL OF PUBLIC INSTRUCTION, AND CONTAINING THE OFFICIAL
ANNOUNCEMENTS OF THE COMMITTEE.

EDITED BY R. W. BOODLE

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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 5.

OCTOBER, 1883.

VOL. III.

PROVINCIAL ASSOCIATION OF PROTESTANT
TEACHERS.

We have received for publication the following circular from the Secretary of the Provincial Association of Protestant Teachers in regard to the Convention to be held at Lachute during the fourth week in October:—

HIGH SCHOOL, Montreal, Sept., 1883.

DEAR SIR,—The twentieth annual Convention of the Provincial Association of Protestant Teachers of Quebec, will be held on October 25th, 26th and 27th, at Lachute, an important town, about forty miles from Montreal, on the line of the Canadian Pacific Railway.

The following subjects have already been suggested for consideration:—

1. Model lessons on Reading, Spelling, Arithmetic, Grammar and Composition.
2. Discussion on Methods of Teaching these subjects.
3. Botany in our schools; how to teach it.
4. Object Lesson on a plant.
5. Drawing.
6. The Classical Question in the Province of Quebec.
7. Course of study for Model Schools and Academies.
8. The Pension Act.
9. Regulations in regard to Academy Diplomas.
10. Representation of Elementary Education in the Council of Public Instruction.
11. Payment by Results.

The evenings will be occupied with Addresses by prominent educationists, with Readings and Music.

Teachers and others interested in education are urgently requested to suggest subjects which they may desire to have discussed, or upon which they are willing to contribute papers.

The Canadian Pacific, Vermont Central, and South-Eastern Railways will grant return tickets free to members; the Grand Trunk, tickets for one fare and a third to those who present, at starting, a certificate from the Secretary. Trains leave Dalhousie Square, Montreal, for Lachute, at 8.45 a. m. and 4.30 p. m.

As the homes of Lachute will be opened to teachers, the hotel and railway fares reduced, the work practical, the subjects of discussion weighty, and the results on the educational system of the Province permanent and far-reaching, it is earnestly hoped that all sections of the Province may be represented, and that especially the counsel and influence of those engaged in Higher Education, may not be wanting on this occasion.

FRED. W. KELLEY,

Secretary.

DISSENTIENTS.

The School Law of this Province provides that the real estate of a municipality shall be taxed for the education of the children of the municipality. Five School Commissioners, chosen by the inhabitants, are charged with the educational interests of the municipality, and are responsible for the carrying out of the school law. Owing to differences of language and of religious faith it is sometimes difficult for the School Commissioners to conduct their schools so as to meet the wishes of all classes of the rate-payers. In order to protect the rights of minorities, the law provides that when in any municipality the regulations and arrangements made by the School Commissioners for the conduct of any school are not agreeable to any number whatever of the inhabitants (*i. e.*, proprietors, occupants, tenants, or rate-payers) professing a religious faith different from that of the majority in such municipality, the inhabitants so dissenting may, collectively, signify such dissent, *in writing*, to the chairman of the Commissioners, and give in the names of three trustees chosen by them for the purpose of the School Act.

This is a very important privilege, and it involves very serious responsibilities for those taking advantage of it. The Protestant minority of this Province have naturally made very general use of this right of dissent, scattered, as they are, over sections

of the Province chiefly Roman Catholic. I regret to find, however, that many communities are availing themselves of this provision of the law without observing the formalities prescribed in such cases, thus exposing themselves to serious practical and financial difficulties. I desire, therefore, to state the leading provisions of this law of dissent, with the hope that those who are working irregularly will put themselves right, and for the guidance of those who may be about to avail themselves of this privilege.

I.— *Who then can dissent, and how can this right of dissent be established?*

The religious minority in a municipality have the right to dissent. Those who profess a *religious* faith different from that of the majority of the inhabitants of the municipality. The few Protestants in a municipality chiefly Roman Catholic; the few Roman Catholics in a municipality chiefly Protestant. These have a right to dissent. Their right as dissentients is established in the following way: Those intending to dissent, first agree upon three men who are to serve as their trustees, and then sign a declaration to the following effect:—We, the undersigned Protestant proprietors, occupants, tenants, or rate-payers of the municipality of —— professing a religious faith different from that of the majority of the inhabitants of this municipality hereby give notice that we have dissented from the School Commissioners of this municipality, and have chosen A., B. and C. trustees for school purposes, and intend to support schools under the control of these trustees for the future.

This declaration should be *signed* in duplicate by each person desiring to dissent. One copy should be sent to the chairman of the School Commissioners, and one copy should be carefully preserved by the trustees named, and a notice of this action should be forwarded to the Superintendent of Public Instruction. The importance of having this declaration duly prepared and regularly signed and presented cannot be too strongly insisted upon. Upon this declaration depends the legal standing of the dissentients. The School Commissioners can collect taxes from all persons who have not thus signified their dissent in writing to the chairman of the School Commissioners. In the case of those who may wish to join the dissentients after they have been regularly organized, it is also necessary that they should send a

written statement to the chairman of the School Commissioners, and to the chairman of the Trustees, giving notice that they intend to support schools under the Trustees. If one who has been a dissident wishes to return to the control of the School Commissioners, he can do so by giving notice in writing to this effect to the chairman of the School Commissioners and of the Trustees. It has been decided by the courts that if the property of a dissident is *inherited* by a member of his family, this property continues under the control of the Trustees, until otherwise arranged; but if the property of a dissident is *purchased* by another person it comes under the control of the Commissioners until otherwise arranged. These statements have a very practical interest for those concerned in the management and support of dissident schools.

II.—*What are the duties of dissentients?*

They are the same as the duties of those under the Commissioners. They must pay taxes and support schools. If they fail to support schools for one year, they can be dissolved, and replaced under the Commissioners, and the dissentients will be compelled to pay taxes to the Commissioners for the time that they had no schools in operation, according to the rate levied by the Commissioners. Notices of the election in July, and the semi-annual reports must be sent in regularly, in order that they may maintain their legal position.

III.—*Grants and Taxes.*

The Common School Grant to a municipality is divided between the Commissioners and the Trustees in proportion to the number of children attending their respective schools. It is in the interests of dissentients, therefore, to have as large an attendance roll as possible. Great care should be taken by the Secretary-Treasurer in preparing the semi-annual report, to enter all the pupils who have attended schools under the control of the Trustees during the six months, *including Model Schools and Academies.*

The grants to dissentients are usually small, because they form a small proportion of the municipality, and for this reason, I suppose, some sections fail to send any report of their schools to the Superintendent. Now it may be true that the small grant is not worth the trouble involved in making out the report, but the legal standing of the dissentients is worth this trouble and much

more, and, therefore, these semi-annual reports, which bear witness to the continued existence of the dissentient corporation, should be prepared regularly and carefully in the interest of the dissentient rate-payers.

Trustees may levy taxes upon all ratepayers in the municipalities who have notified the Trustees that they have signified their dissent in writing to the Commissioners. All other persons are responsible to the Commissioners for their taxes.

The School Commissioners of the majority in a municipality, and they only, have the right to levy taxes upon the lands and real estate of corporations and incorporated companies, but they are required to divide the money thus collected between themselves and the trustees, in the same way that the Government grant is divided. Dissentients are liable for the taxes imposed by the School Commissioners for the year in which they dissented, and also for special taxes to defray expenses already incurred for school buildings, provided the special taxes be levied within six months after the receipt of the declaration of dissent.

IV.—*Claim of Dissentients upon school-houses built before the declaration of dissent.*

The majority in a district retain the school-house, unless some special agreement is made to the contrary. The school building and site are valued by three competent persons, and the majority pay to the minority an amount which shall be established *pro rata* by the valuation of the real property of the parties interested.

V.—*Special provisions for small settlements and single families.*

If the dissentients in two adjoining municipalities are unable to support a school in each municipality, the two Boards of Trustees may work together, and support one school for the benefit of the dissentients of both municipalities. In this case the two Boards of Trustees are elected from year to year as usual, carry on their own business, but contribute to the support of the Common school.

The dissentients of one municipality may, on application to the Superintendent, be permanently united to a neighboring municipality of the same religious faith, and at a short distance from the same, in which case the dissentient corporations, so united, form one municipality under one board.

If there is no dissentient school in a municipality, any resident head of a family, professing a religious faith different from that of the majority in the said municipality, and having children of school age, may declare, in writing, to the chairman of the School Commissioners, that he intends to support a school in a neighboring municipality, which school shall not be more than three miles distant from his residence, and may pay his taxes in support of that school.

VI.—*Election of Trustees.*

When a dissentient corporation is first organized, the three trustees are chosen by the dissentient rate-payers, and their names are inscribed on the declaration of dissent. At the end of the first year one of these trustees retires by lot, and the dissentient rate-payers elect another in his place; at the end of the second year, one of the two remaining original trustees retires, and his place is filled, and at the end of the third year the remaining original trustee retires, and is replaced by the rate-payers. All trustees except the two who retire at the end of the first and second years, as above, remain in office three years.

These are the leading provisions of the School Law respecting dissentients, and I trust that this statement will be of some use to those interested in dissentient schools.

E. I. R.

SCHOOL TIME-TABLES.

By REV. E. I. REXFORD, *Protestant Secretary of Dep. Pub. Inst.*

Mr. Emberson states in a previous number of the RECORD that "the school time-table has the same influence on a school that a railroad time-table has on the running of trains. It is most important that every school in the Province should have one conspicuously posted up. Each class should be able to see plainly on the time-table what it is to do at any given hour."

The Government Regulations of England concerning Public Elementary Schools, provide that a time-table shall be permanently and conspicuously affixed in every school-room; that the time-table must be submitted to the Inspector of the district at every visit he pays to the school. The Inspector is required to satisfy himself that the time-table is clearly written or printed, and a copy provided for every school-room; that it is a complete representation of school work; that it contains no serious defects;

that the school is being taught according to the time-table at the time of his visit. I find from the bulletins of the Protestant Inspectors of the Province that a majority of the Elementary Schools under their control are being conducted without a time-table which the teacher can present for inspection. In view of the importance attached to time-tables in the foregoing statements (and rightly so), it is evident that this absence of time-tables from our Elementary Schools is a very serious defect, and one that deserves the careful consideration of all persons connected with our Elementary Schools.

Teachers should understand, first, that every school should have a definite time-table, and secondly, that the character of the time-table, when considered in connection with the circumstances of the school, is an important test of the teacher's efficiency. It is a wise provision of the regulations referred to above, that if deviations from the time-table are frequently resorted to without good reason, they must be regarded as a proof of the teacher's inefficiency, and may cause the grant to be reduced. The preparation of a time-table to suit the circumstances of a particular school is a difficult task. It is indispensable, however, if the teacher is to work to the best advantage, and must be made out. How shall we proceed? Let us notice, first, what is implied in the preparation of a time-table. A good time-table will fix the number of classes in the school in each subject; it will determine the amount of time and the number of lessons of each class in each subject in a day or a week; it will determine the time which the teacher will devote to each subject in each class; it will determine the order of the subjects, and of the classes during the day. The great difficulty with an Elementary District School, is the large number of classes which the teacher must take during the day. If there are four classes (and there are usually more than four), in order to meet each class twice in the morning and twice in the afternoon, sixteen lessons must be taken. As the working time of the teacher is not more than five hours per day, it is evident that these lessons must be very short.

The teacher should aim to reduce the number of these lessons, by taking all the classes together in writing, drawing, etc.; by taking two classes together in reading, spelling, and oral lessons. The second and third classes can read together with profit occasionally, using the second book during the first weeks of the school

and the third book later on. Both classes will gain by reading more frequently, and the second class will be gradually prepared to enter the third book. The spelling and dictation lessons of two classes can be given out at the same time without much difficulty, and with great saving of time. It is not at all necessary that such subjects as geography, grammar and history, should be taken up every day. If the class is taken twice or three times a week in these subjects, they will receive all the attention that an ungraded elementary school can afford to give them, and very good progress can be made with this arrangement. As the average number of pupils in a district school is less than thirty, if there are four classes, these classes will be small, consisting of seven or eight pupils. The teacher will be able to take a lesson with such classes in fifteen minutes without difficulty. Short lessons should, therefore, be adopted as the rule in the district school, in order that the teacher may take the different classes as many times as possible during the day. If a longer time is required in any particular case, the time of two short lessons can be thrown together. If one class is much larger than another, then the lesson with the smaller class can be shortened a little, so as to take the larger class a little before the time, and give a longer lesson. It may be found difficult to take the larger reading classes in fifteen minutes, but if the members of the class are required to follow attentively the selections read, and if simultaneous reading is given the place it deserves, this difficulty will be obviated in a great measure. Definite work should also be provided for each class, when not engaged with the teacher. The younger children should have several recesses during the day.

Lessons should not be heard by the teacher immediately after they have been prepared. Children should be taught to prepare their lessons so as to remember them. Lessons prepared in the morning, should be heard in the afternoon. The above detached statements present some of the chief points which should be taken into consideration in preparing a time-table for one of our district schools. Around the margin of the time-table, when finished, the following statement should be written: "The teacher who uses this time-table will require to set apart *at least* one hour each day, before or after school, for the correction of exercises, and for the preparation of school work." This, I believe to be an essential feature of a good time-table.

SPECIMEN TIME-TABLE FOR AN UNGRADED SCHOOL.

Monday, Tuesday, Wednesday, Thursday and Friday A. M.

	1st Class.	2nd Class.	3rd Class.	4th Class.
9—9.15	Opening Exercises, including Bible Reading, Prayer and Hymn.			
9.15—9.30	Study Reading.	Study Reading	Study Reading.	<i>Reading.</i>
9.30—9.45	Write Words.	Write Words.	<i>Reading.</i>	(2) Study.
9.45—10	Recess.	<i>Reading.</i>	(1) Study.	Study
10—10.15	<i>Reading.</i>	Copy Spelling.	Study.	Study.
10.15—10.30	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>
10.30—10.45	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>
10.45—11	Recess.	Recess.	Recess.	Recess.
11—11.15	Write Figures.	<i>Reading.</i>		Study Reading
11.15—11.30	<i>Reading.</i>	Write substance of reading lessons.		and Spelling
11.30—11.45	<i>Writing.</i>	<i>Writing.</i>	<i>Writing.</i>	<i>Writing.</i>
11.45—12	<i>Writing.</i>	<i>Writing.</i>	<i>Writing.</i>	<i>Writing.</i>

Monday and Wednesday P. M.

	1st Class.	2nd Class.	3rd Class.	4th Class.
1—1.15	Study Reading.	Copy Spelling.	Copy Spelling.	<i>Reading</i>
1.15—1.30	<i>Reading.</i>	Study Reading.	Copy Spelling.	Write out subject
1.30—1.45	Copy Words.	<i>Reading.</i>		mat. of Read. les'n
1.45—2	Recess.	Write Tables.	Write Tables.	<i>Examine Work.</i>
2—2.15	Drawing.	Drawing.	<i>History.</i>	<i>History.</i>
2.15—2.30	<i>Scripture.</i>		History.	History.
2.30—2.45	Recess.			
2.45—3	Copy Tables.	Gen. Exercise.	Gen. Exercise.	<i>Grammar.</i>
3—3.15	<i>Spelling.</i>	<i>Spelling.</i>	Arithmetic.	Arithmetic.
3.15—3.30	<i>Geography.</i>		Arithmetic.	Arithmetic.
3.30—3.45	<i>Scripture.</i>			
3.45—4	<i>Spelling.</i>			

- (1) History on Monday and Wednesday. Geography on Tuesday and Thursday. Examination on Friday.
- (2) History and Grammar on Monday and Wednesday. Geography and English on Tuesday and Thursday. Grammar and Examination on Friday.

Tuesday and Thursday P. M.

	1st Class.	2nd Class.	3rd Class.	4th Class.
1—1.15.....	Study Reading.	Copy Spelling	Copy Spelling.	<i>Reading.</i>
1.15—1.30....	<i>Reading.</i>	Study Reading	Copy Spelling.	Write a Letter.
1.30—1.45....	Copy Lesson.	<i>Reading.</i>	Write Tables.	Write a Letter.
1.45—2.....	Recess.	Write Tables.		<i>English.</i>
2—2.15.....		<i>English.</i>		English.
2.15—2.30....		English.	<i>Reading.</i>	| English.
2.30—2.45....			Recess.	
2.45—3.....	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>	<i>Arithmetic.</i>
3—3.15.....	<i>Spelling.</i>	<i>Spelling.</i>	Arithmetic.	Arithmetic.
3.15—3.30....	<i>Object Lesson.</i>			Map Drawing.
3.30—3.45....				<i>Geography.</i>
3.45—4.....			<i>Spelling.</i>	<i>Spelling.</i>

Friday, P. M.

	1st Class.	2nd Class.	3rd Class.	4th Class.
1—1.15.....	Study Reading.	Study Reading.		<i>Reading.</i>
1.15—1.30....	<i>Reading.</i>	Study Reading.		
1.30—1.45....	Write Words.	<i>Reading</i>		
1.45—2.....	<i>Object Lesson.</i>	Copy Lesson.		Examination.
2—2.15.....		<i>Spelling.</i>		
2.15—2.30....		<i>Mental Arithmetic.</i>		
2.30—2.45....			Recess.	
2.45—3.....	{ Write figures or tables.	<i>Object Lesson.</i>		Gen. Exercise.
3—3.15.....	<i>Drawing.</i>	<i>Drawing.</i>	<i>Drawing.</i>	<i>Drawing.</i>
3.15—3.30....	<i>Drawing.</i>	<i>Drawing.</i>	<i>Drawing.</i>	<i>Drawing.</i>
3.30—3.45....			<i>Parts of Speech.</i>	Parsing.
3.45—4.....				<i>Grammar.</i>

I present above a specimen time-table for an ungraded school of twenty-five or thirty children, which has been prepared with considerable care. It will probably meet the requirements of certain schools without alteration. With slight modifications it

can be used in a large number of schools, and it will serve as a guide to those teachers whose schools require a different timetable. In the lowest class there will, no doubt, be children who are beginning to read a little, and children who require to be taught the first steps. So that in almost every school it will be necessary to make two divisions of the first class for reading, but the teacher must carefully guard against multiplying classes, because of slight differences of attainments. The two classes can be taken in the fifteen minutes (being very small), and if necessary the lesson may be made a little longer, and some of the other lessons shortened. The opening exercises include singing, and singing should be introduced during the day, to give a bright and cheerful tone to the school.

The arithmetic classes are placed at the same time, in order that the teacher may overlook the whole school, or devote herself to the class requiring special attention at the time. A written examination in some one subject is put down for Friday morning for the third and fourth classes. The lessons in italics are to be taken by the teacher. The pupils occupy themselves alone with the other lessons. The teacher is expected to place the words, figures and tables, &c., on the black-board for the first class to copy, and also the drawing exercises of the first and second classes. With these explanations, I leave this time-table with the elementary teachers, trusting that, notwithstanding its defects, it may be of some advantage to those who have to prepare time-tables for the district schools.

Education and Crime.—The French court records show that the increase of education increases the amount of crime specifically. (1) That 25,000 persons wholly illiterate furnish five criminals. (2) That 25,000 of the class able to read and write furnish six criminals. (3) That 25,000 of the class of superior education furnish more than fifteen criminals. (4) That the degree of perversity in crime is in direct ratio with the amount of instruction received. (5) That in the departments in which instruction is most general, crime is greatly more prevalent—in other words, that mortality is in an inverse ratio with instruction. (6) That relapse into crime is much greater among the instructed than the non-instructed portion of the community.—*Toronto Sanitary Journal.*

THE DISPOSAL OF TIME IN A COUNTRY SCHOOL.

By S. P. ROBINS, M.A., LL.D., *Principal of the McGill Normal School.*

[The following letter addressed to the Protestant Secretary of the Department of Public Instruction is printed as an accompaniment to a paper, upon School Time-Tables, by the Rev. E. I. Rexford. It was constantly consulted by him in the course of preparing these Tables, and will be found of great interest and value to educationists in our province].

HIGH SCHOOL, May 23rd, 1883.

REV. E. I. REXFORD, B.A.,

Sec. Dept. of Pub. Inst.

Revd. Sir,

In complying, as well as I can, with your desire that I should indicate my views as to the best disposal of time in a country school, organized in accordance with the Course of Studies for Elementary Schools recently issued by you, I should like to premise a caution and a distinction.

The caution is that a scheme of this sort, published by authority and intended to apply to hundreds of very widely scattered schools, must be very elastic in its provisions or in its interpretation in order to meet the wants of communities so diverse in character as are rural districts, villages and towns. Hence I should like what I have submitted to be considered as applicable only to country schools of average standing, size and composition, and as needing more or less modification to meet the cases of schools of divergent type.

The distinction is that it is one thing to divide up the time of pupils in an ungraded school; quite another to divide up that of the teacher. A sort of double time-table is required, giving considerable latitude of employment to pupils who must spend much of their time without the direct interference of the teacher in their work, but confining the teacher very closely to set duties, because of the multitude of matters that must each day be done.

I believe a day of three hours and a half to be quite long enough for the school confinement of children of the first grade. They will make as much progress in a day of that length as in one of five hours. I would meet the case of little ones who must come to school and return home with their elder brothers and sisters, at least on fine days, by giving long intermissions for out-

door play during the nominal school hours. Similarly, I would reduce the time of the second grade to four hours and a half a day, giving in the third grade five hours a day, and in the fourth grade at least twenty-six hours a week, but assigning no compulsory home lessons in country schools.

While I consider five hours a day long enough for pupils, I do not consider seven hours a day of diligent school work too long for the teacher. An hour spent before school in preparing the work of the day, and another at its close devoted to the examination of the written work of pupils would greatly facilitate the progress of the school, and the comfort and the health of the teacher, by promoting order in work and by securing faithful application to duty. Thus would the teacher be saved a thousand worries and distractions, that, more than work, wear down his strength.

It will be found then that I provide in the scheme suggested for seventeen and a half hours of work a week by pupils of the first grade, twenty-two and a half by those of the second grade, twenty-five and twenty-six by the higher grades respectively; and that I expect much work to be prepared before school begins, and much to be finished after it closes each day.

The subjoined table supposes—

(a) That the whole school is engaged together under the supervision of the teacher, in writing half an hour a day, in drawing two half hours a week, in arithmetic one hour a day, except that four times a week the teacher calls out the two lower grades for dictation and spelling during one quarter of an hour, and in singing and the closing exercises of each day for fifteen minutes.

(b) That the teacher can conduct two distinct dictation and spelling exercises together.

(c) That there are in the school but two grades in scripture, two in geography and one in history.

(d) That the language lessons require no time from the teacher during school hours distinct from the reading lessons with which they naturally blend.

(e) That the fourth grade pupils are taken for a grammar lesson twice a week after the rest of the school is dismissed.

(f) That the several lessons under the head of Object Lessons shall be of a quarter of an hour each.

(g) That one of these, denominated "Short Talks," shall be taken with the assembled school, very suitably in connexion with the opening exercise of one day of the week, that one shall be given to the lowest grade alone, and all the rest to at least two grades simultaneously. And

(h) That book-keeping shall form part of the writing lesson.

Many arrangements of school time are possible. All of them must leave something to be desired when one teacher has to take four grades of pupils. This defect belongs to the tables annexed.

Your obedient servant,

S. P. ROBINS.

WEEKLY TIME OF TEACHERS AND OF PUPILS OF EACH GRADE TO CORRESPOND TO REV. MR. REXFORD'S COURSE OF STUDY FOR ELEMENTARY SCHOOLS.

Time given in hours.

SUBJECTS.	PUPILS' TIME.				TEACHER'S TIME.				
	1st Grade	2nd.	3rd.	4th.	1st Grade	2nd.	3rd.	4th.	Total
Reading.....	2½	5	5	5	2½	2½	2½	2½	10
Spelling.....	2½	2½	2½	2½	.....½	.....	.....½	.....	2½
Writing.....	2½	2½	2½	2½	.....	.....	2½	.....	2½
Arithmetic.....	2½	4	5	5	.....	.....	4	.....	4
English.....	½	¾	1	2	.....	.....	.....	1	1
Drawing.....	1½	1	1	1	.....	.....	.....	.....	1
Geography.....	½	½	½	½	.....	.....	.....	.....	1
Object Lessons.	¾	¾	¾	¾	.....	.....	1½	.....	1½
Scripture.....	½	½	½	½	.....	.....	.....	.....	1
Singing.....	1½	1½	1½	1½	.....	.....	1½	.....	1½
History.....	.....	.....	½	½	.....	.....	.....	.....	½
Study alone....	4½	8½	10½	10½	.....	.....	.....	.....	.....
Total.....	17½	22½	25	26	.....	.....	.....	.....	26

Part of the time for study may be devoted to increase the time of Arithmetic, Drawing, or other subjects.

Object lessons to be taken ½ hr. a week with all together; ¼ hr. a week 1st grade alone; ¼ hr. a week 1st and 2nd together; ¼ hr. a week 2nd and 3d together; ¼ hr. a week 3rd and 4th together.

INSPECTOR MAGRATH'S REPORT.

For the year ending June 1883.

Aylmer, P. Q. 13th August 1883.

HON. G. OUMET, *Superintendent of Education.*

SIR,—I have the honor to transmit my Statistical report of the Schools under my inspection. The totals shew a slight falling off since last year, but the fact may be accounted for by two or three of the schools being closed.

A very noticeable difference will be observed in the column setting forth the average attendance. It may be that I have marked those returns rigidly low. Whilst the system I have heretofore adopted has been correct at the time it was taken, still it would not hold good in many instances throughout the entirety of the year. Irregular attendance is, however, one of the sad evils of which I have to complain and (as I have expressed in addresses that I have delivered in some localities) one cannot too deeply deplore the painful fact of parents keeping their children at home even after the hurry of spring and harvest work, and giving therefore the most trivial excuses. My murmuring in the past about some of the wretched hovels called in grave irony—"School-houses" must be repeated. The majority of the Schools of this District will compare unfavourably with those of the Counties of Carleton and Russell in the adjoining Province. A few, however, make a creditable appearance when compared with them. It would be, however, unjust to expect to find, among the rugged hills of this District, schools equal to those of the finer agricultural counties just named; but it could be hoped that the same earnestness should manifest itself with respect to the education of their children, on the north as well as on the south side of the Ottawa. Such, however, is unhappily not the case.

Common School education in Ontario has become an "institution" encouraged by every man, rich or poor. The few wealthy persons in the Ottawa District take relatively very little interest in this matter. From their selfish point of view, whilst they can educate their own children at boarding schools, they care little or nothing for the state of the poor man's school.

Well directed appeals, in addresses to the people at public examinations, advocating the establishment and support of good

schools, will prove most beneficial. The people want to be aroused to greater interest in common school education and to be shown day after day what ought now to be universally admitted—that the education of the masses is the all important means of promoting a country's prosperity.

One of the wealthiest men in a certain township, where the schools are in a low state, informed me, perhaps contemptuously, that his children should never be sent to the common schools, but to Boarding Schools. The same person has never taken the least interest in the schools of that section of country from which his wealth has been won. Surely this is akin to absentee landlordism!

I am of opinion that there is no better way to arouse an interest among the people in the schools, at least in this District, than the holding of Competitive examinations. The one I attended in Eardley was a success in every way, the people came to it from all parts of the township, and the Warden of the County, Hector McLean Esq., who is chairman of the School Commissioners, treated the children most generously, and took a very active part in the management. The Inspector delivered an address, in which he pointed out the duty of the people to support schools liberally.

I have long thought that our common school fund could be very fairly increased by a small school tax on the lumber limits of this District. The farmer is taxed on his lands, and there is no good reason why the lumberman who derives such large revenues from the virgin wealth of the soil, the lumber, should not contribute his share to the promotion of education.

In the County of Pontiac we have two dissentient schools, in the County of Ottawa too many. As there is no restriction placed upon ratepayers, who can muster up a small number of children of their own religious faith, to withdraw from one corporate body (the majority), to form a weaker one, I am of opinion where neither party can support a good school, no separation should be allowed.

In those school Municipalities where the people are poor; it is sometimes difficult to provide absolute necessities, such as porches, windows, maps and school furniture, without a special tax for that purpose; and yet these necessities could be easily supplied from the proceeds of entertainments, given by the pupils, if the teachers were required in their agreement to give at least two in each year. One teacher (to my knowledge) realized thirty-two

dollars for school apparatus in this way during the past year, and I supplied the maps.

The "Course of Study for Elementary Schools," by the Rev. Mr. Rexford, the very efficient Secretary of the Department, supplies a want long felt, and will be instrumental in preventing parents (who are often poor judges) from dictating to teachers the course of studies—in plain words, even the very books to be placed in their children's hands. Instances have come before me of children being sent to school with the 5th Book of the Readers where the 3rd would be more suitable.

An effort should be made on the part of the Government to assist in the establishment of libraries throughout the several municipalities of this district which has contributed, in the past, more towards the public exchequer than any other in the province. The parliamentary library at Ottawa is a boon only to those living in and around the city, and to members of parliament, while the rural population who have largely contributed towards its existence are shut out from the privileges of its use.

If the few schools in the district receiving aid from the Superior Educational Fund do not make that progress which others do in more thickly populated centres, we must patiently wait for better results.

That our schools, known by the names of "Academy" and "Model" should become the feeders of the Universities, is doubtless one great object kept in view by those charged with the support of the Universities. A very wealthy gentleman of this district contributed fifty thousand dollars towards the support of a university (not situated, however, in this province) where the youth of the wealthier class will derive the benefit of his liberality. We must all wish that a few others of large means would aid libraries as well as the common school, the only alma mater of the poor. It is only a few years, since the very heart of Christendom was thrilled with agony as it read the wail of one of England's poets, "The Cry of the Children." Every right thinking person must recognize that it is the birthright of every poor man's child to secure an elementary training.

It is gratifying to be able to state that the present year's statistics show a large increase in arithmetic and other subjects.

To single out the schools which have made somewhat better progress than others in this district might create a little jealousy ;

but I have no hesitation in saying here that the school municipality of Clarendon, the largest in this district, is in school matters the most public-spirited. The Chairman, Commissioners and excellent Secretary discharge their respective duties most faithfully.

As my bulletin and correspondence will shew, I have made one visit throughout the entirety of my district, covering eight hundred and forty-six miles of travel; also, a partial visit including trips to certain localities to assist in the promotion of new school districts, making in all some twelve hundred and fifty-four miles and occupying one hundred and twelve days on the road. The travelling expenses reduce my salary a little over two-fifths.

If my missionary labors in the cause of secular education have not been productive of good, then it has not been from any lack of energy or self-sacrifice on my own part for many years past.

I have the honor to be, Sir,

Your obedient servant,

BOLTON MAGRATH,

Inspector of Schools.

INSPECTOR MCGREGOR'S REPORT.

For the year ending June, 1883.

Huntingdon, 14th August, 1883.

To the Superintendent of Public Instruction.

SIR,—I have the honor to submit for your inspection this my second annual report on the state of Education in this District.

In the "Grand Statistical Table" forwarded to the Education Department a few days ago, the municipalities are classified and arranged according to the instruction contained in the Superintendent's Circular of November, 1882. As the standing of the Schools and municipalities can only be relatively represented, the following method has been adopted in classifying them. Each School in the different municipalities has been considered separately in reference to the six points specified in the said circular (*viz.*,

1st. The manner in which School Commissioners and Secretary-Treasurer discharge their duties.

2nd. The condition of School-houses,

3rd. School apparatus.

4th. The use of authorized Text-Books.

5th. The efficiency of teachers.

6th. The Salaries of teachers and method of payment.) and characterized accordingly, as, Excellent, Good, Middling, Bad, or Very Bad, as the case might be. The class of schools thus found most numerous in any municipality characterized that municipality; and its standing in that class is indicated by some figure from 1 to 10. thus:

CLASSIFICATION AND ARRANGEMENT OF SCHOOLS.

Counties.	Municipalities.	Class and Standing	Counties.	Municipalities.	Class and Standing
Hochelaga...	Montreal	E 5	Huntingdon .	Dundee	G 3
			Huntingdon .	Hemmingford	G 3
Huntingdon .	Huntingdon	E 4	Huntingdon .	Havelock (Dis.).....	G 3
Bouharnois..	Valleyfield.....	E 4	Huntingdon .	Dundee (Dis-).....	G 3
			Chateauguay.	St. Chrysostom, No. 2 Dis..	G 3
Chateauguay.	Howick.....	G 6	Huntingdon .	Hemmingford (Dis.).....	G 3
Chateauguay.	Ormstown.....	G 6			
Hochelaga...	Cote St. Antoine.....	G 6	Argenteuil..	Chatham, No. 2.....	G 2
Argenteuil...	Chatham, No. 1.....	G 6	Chateauguay.	St. Chrysostom, No. 1 (Dis).	G 2
Huntingdon..	Franklin.....	G 6			
Argenteuil..	Grenville No. 2.....	G 6	Huntingdon .	St. Regis	M 9
			Argenteuil..	Wentworth.....	M 9
Huntingdon .	Godmanchester.....	G 5	Huntingdon .	Hinchinbrook (Dis.).....	M 9
Huntingdon .	St. Anicet (Dis.).....	G 5			
Huntingdon .	Huntingdon (Dis.).....	G 5	Huntingdon .	Godmanchester (Dis.).....	M 5
			Huntingdon .	St. Barbe.....	M 5
Argenteuil..	Lachute	G 4			
Argenteuil..	St. Andrews.....	G 4	Huntingdon .	St. Anicet, No. 2.....	B 7
Huntingdon .	Elgin	G 4			
Huntingdon .	Hinchinbrook.....	G 4	Argenteuil..	Arundel.....	B 5
Huntingdon .	St. Anicet, No. 1.....	G 4	Argenteuil..	Harrington, No. 1.....	B 5
			Argenteuil..	Gore.....	B 5
Huntingdon .	Havelock	G 3			
Argenteuil..	Grenville, No. 1.....	G 3	Argenteuil..	Harrington, No. 2.....	B
Argenteuil..	Grenville, No. 3.....	G 3			

The Protestant Commissioners of the Municipality of the city of Montreal have reason to be proud of the astonishing progress made by the pupils during the past year in the various departments of their well appointed, well conducted Schools. Having had the privilege last June of being present at the closing of Dorchester St. School, I observed a large number receiving prizes for "General Proficiency," which signified, on the part of the pupils thus fortunate, the attainment of seventy-five per cent of the total number of marks at the spring examinations. Yet it was not the Dorchester St. School that took the Costigan Prize in 1882. Probably as health and a robust constitution should be the first consideration, the requirements of the Limit Table were a little too much both for teachers and pupils. For teachers, because the state of the Finances necessitated a reduction in their number in some of the schools, and for pupils, because of their tender age. We regret to have to record the death of two of our teachers, F. S. Haight, M.A., Principal of the Senior School, and F. C. Haney, Principal of the Dorchester St. School. Both gentlemen have passed away in the prime of life and in the midst of their usefulness.

Decided progress in the country schools is not so apparent as it is in those of the city. In fact in regard to arithmetic when compared with last year, they seem to have fallen behind, but in the other subjects they are doing well. Whether this be in consequence of our competitive examinations remains to be seen. It may be that those subjects requiring the exercise of memory more than that of understanding or judgment received greater attention as a preparation for the competition; but if so, we hope to be able to rectify that error.

Through the kindness and generosity of the Rev. Mr. Rexford, Protestant Secretary of the Department of Public Instruction, three handsome and valuable prizes, the gifts of himself and of S. E. Dawson, Esq., and William Drysdale, Esq., of Montreal, were placed at our disposal to be given to the best teachers and scholars in the country parts of our inspection district. Mr. Dawson's Prizes were assigned to be competed for by the schools in the county of Argenteuil; and those of Mr. Drysdale and of the Rev. Mr. Rexford, to those in the District of Beauharnois.

The competition in Argenteuil was held at Lachute on the 16th June last, when the pupils of St. Andrews village school won the

Dawson prize for their teacher, Miss Blanche Smith, with 46 per cent of the marks; and George Paterson of the same school won the Dawson prize for the best scholar by making 62½ per cent. The other competitors, who made over 33½ per cent of the marks, are the following:—

Municipalities.	No. of District.	Teacher's Name.	Diploma	Pupil's Name.	Percent- age made.
St. Andrews.....	1	Miss Blanche Smith....	A	George Paterson.....	62½
Chatham, No. 1....	2	Miss Cora Short.....	A	Annie Noyes.....	60½
St. Andrews.....	1	Miss Blanche Smith....	A	Lillie McMartin.....	55½
Chatham, No. 1....	2	Miss Cora Short.....	A	Mary Kaine.....	51½
Chatham, No. 1....	2	Miss Cora Short.....	A	Maggie Wholehan.....	51.
Lachute.....	5	Miss Lizzie Doig.....	E	Maggie Rodgers.....	43½
St. Andrews.....	1	Miss B. Smith.....	A	Eva McMartin.....	43½
Grenville, No. 1....	7	Miss F. H. Moss.....	E	Alice Whinfield.....	41.
Grenville, No. 1....	7	Miss F. H. Moss.....	E	William Walker.....	37½
St. Andrews.....	1	Miss B. Smith.....	A	William McMartin.....	37½
Grenville, No. 1....	7	Miss F. H. Moss.....	E	Eddie Whinfield.....	37.
Grenville, No. 3....	3	Miss Annie McEdwards.	E	Hannah Kelly.....	37.

The competition in the district of Beauharnois for the Drysdale and Rexford prizes was more numerously attended and much better sustained, resulting in the pupils of School No. 1., Huntingdon, held in the Huntingdon Academy, gaining the Drysdale prize for their teacher—Miss Mary Watson; and Georgina Watson of the same school carried off Mr. Rexford's prize.

On the following page is a list of the successful competitors, their teachers' names, the school to which they belong, and the percentage made.

The rest making less than 33½ per cent received no prizes. A special prize was awarded to Nettie O'Neil, Elgin No. 3, for being the best reader.

The subjects in which the pupils were examined were Reading, Writing, Arithmetic, Dictation, Grammar, Geography, British, Canadian and Sacred History, Book-keeping and Drawing including Map-making. In conducting these examinations the teachers themselves, the resident clergymen and others aid us greatly.

Municipalities.	District.	Teacher's Name.	Diploma	Pupil's Name.	Percentage made.
Huntingdon.....	1	Miss Mary Watson	E	Georgina Watson.....	75.7
Ormsdown.....	5	Miss Maggie Campbell..	E	Annie McGill.....	64.4
Huntingdon.....	1	Miss Mary Watson.....	E	Carrie Dalgaush.....	62.7
Huntingdon.....	1	Miss Mary Watson.....	E	Robina Graham.....	62.4
Ormsdown.....	5	Miss Maggie Campbell..	E	Mary McCovie.....	50.8
Ormsdown.....	4	Miss A. Outterson.....	E	Lizzie McIntosh.....	50.0
Ormsdown.....	7	Miss M. J. Lindsay.....	E	Lena Craik.....	46.8
Godmanchester....	1	Miss McWilliams.....	E	Thomas Harkness.....	46.6
Hinchinbrook.....	3	Mrs. Anderson.....	E	Louisa Foster.....	41.5
Ormsdown.....	5	Miss M. Campbell.....	E	Sarah McGill.....	38.9
Ormsdown.....	4	Miss Outterson.....	E	Janet Rice.....	38.4
Godmanchester....	1	Miss McWilliams.....	E	Edward Lucas.....	37.9
Hinchinbrook.....	4	Mrs. Booth.....	E	Susan Niven.....	36.4
Ormsdown.....	3	Miss Janet Ross.....	M	Emma Todd.....	36.1
Ormsdown.....	5	Miss M. Campbell.....	E	John Campbell.....	36.1
Huntingdon.....	1	Miss M. Watson.....	E	Jennie Cunningham ...	35.3
Godmanchester....	10	Miss M. E. Johnstone..	E	Annie Massam.....	34.9
Ormsdown.....	3	Miss Janet Ross.....	M	Mary Spindlo.....	34.7
Hinchinbrook.....	1	Miss S. C. Coulter.....	E	Nancy Ruddick.....	34.5
Dundee.....	6	Miss Annie Grant.....	E	Mary Moody.....	34.5
Ormsdown.....	9	Miss T. Macintosh.....	E	Andrew Heuston..	33.6
Dundee.....	6	Miss A. Grant.....	E	Annie Moody.....	33.6
Franklin.....	3	Miss J. McLean.....	E	Frank Blair.....	33.5
St. Anicet.....	4	Miss Margt. Finn.....	E	Minnie McGarvey.....	33.4

Teachers.—There are 399 teachers,—79 males and 320 females. Of the male teachers, 29* in the city of Montreal, chiefly in connection with the Independent Schools, and one in Harrington No. 1, have no diploma of qualification. Of the female teachers 68* in the city connected with Independent Schools and 8 in the country have no diplomas. The commissioners give as a reason for engaging such, the difficulty of getting qualified teachers.

*In regard to the 29 male and 68 female teachers in connection with the Independent Schools of Montreal I should have said that diplomas are not required of them as they are required of the teachers of the schools under control of the Department of Public Instruction. Many of the male teachers have their University Degree.

Truly this difficulty is not to be wondered at, when we consider the small encouragement they get to qualify themselves properly for being teachers. The average salary for a country female teacher during the twelve calendar month. is \$138.58 or \$11.54 per month. The annual average salary for a female teacher in the city is \$326.41 or \$27.20 per month. In the interests of education all second class diplomas should be revoked and a regular course of training in the Normal School be enforced. Then our high-toned teachers would command high-toned salaries and a high-toned education would doubtless be the result.

Pupils.—There are 4731 pupils from 7 to 14 years of age in the county parts of my inspection district, and there are 4,956 pupils of all ages attending school from the same territory. In some municipalities all the children from 7 to 14 years of age do not attend school, but in others they attend before 7 and continue after they are 14 years of age. The attendance in the public schools of Montreal is 5191, and in the independent schools, 1046. making the Montreal attendance 6,237. The whole number attending school in this district is 11,133 an increase of 99 over that of last year.

Commissioners.—The commissioners and trustees generally are keenly alive to the interests and comfort of the young, yet the condition of the schools and school-houses does not keep pace with the material wealth of the municipalities. There are however some municipalities that deserve special mention. The Commissioners of Godmanchester in the county of Huntingdon, at a regular meeting held last April, resolved to build four new school-houses before the opening of the schools in September, 1884, to have all their ten, then first-class schoolhouses, furnished with improved desks &c., to have the grounds levelled, fenced in and planted with shady trees and authorized the Secretary-Treasurer, Robert Hyndman, Esq., and the writer to purchase and place a set of maps and a twelve inch globe in each of their ten schools. They are also increasing the salaries of their teachers for the current year. Can we wish for better signs than these of the revival of letters? The accomplishment of all this will place Godmanchester next year in the first class, and her commissioners will have the blessings of the young forever. There is a handsome new building being erected for school purposes close to the High School in Montreal. The commissioners of St. Anicet No. 2

thoroughly repaired one of their schools last fall and erected a new first-class school-house this summer and are making preparations for building two more next spring. The recently constituted Parish of St. Barbe acts with commendable zeal. The commissioners feel that they have formerly been neglected and are determined to lose no more time. They have divided the parish into four districts, have opened two schools and are now preparing to build three new school-houses in order to have the four schools in operation during the next winter. Huntingdon and Valleyfield schools are kept in excellent order, and are well furnished. Hemmingford did well last fall, but more is badly needed. Havelock has commenced to replace some of the old school-houses by new ones. A few new ones are required in Ormstown and one in Howick to correspond with the wealth of these municipalities. The school-houses of the other municipalities require thorough overhauling.

The commissioners and trustees in every instance so far as I can ascertain adopted such as were applicable of the recommendations of the Superintendent's Circular of April, 1883. A uniform series of the authorized Text-Books almost similar for the whole district is to be enforced during the current year, and the recommended course of study is favorably received by all. And now I confidently assert that the introduction of the uniform series of Text-Books and of the course of study, coupled with the visits of the Rev. Elson I. Rexford, will mark a prosperous era in the history of education in this section of the Dominion of Canada.

Secretary-Treasurers—The books and accounts of the Secretary-Treasurers are well kept, and are with few exceptions annually audited by order of the commissioners or trustees who cause a certified statement to be published, when convenient, in the local papers. Most of the teachers are promptly paid at the expiration of their term but there are still a few that have reason to complain. The work of collecting the assessment is annually becoming less troublesome. The Secretaries are always selected from amongst the most intelligent class and they invariably prove the wisdom of the selection by their commendable zeal in the cause of education.

The Inspector made 264 official visits without counting those to the twenty-six independent schools; visited the schools in

operation in Argenteuil once, and all the rest in his district twice; travelled about 3,015 miles without counting additional distances in consulting Secretary-Treasurers or any special journey; held 12 competitive examinations which I trust will be the means of doing some good; distributed 758 prizes, principally for regularity, improvement in writing, good conduct and general proficiency; strove by all possible means to secure more regular attendance with encouraging success. The percentage of daily average attendance in all the elementary schools under control is 66.3; in Montreal alone 94.9, taking the month of November last; and in the country schools 78, an increase of 17 over that of last year.

I have the honor to be, Sir,

Your obedient servant

JAMES MCGREGOR

School Inspector.

THE ADVANTAGES OF OBJECT-LESSONS.

BY A. N. RAUB, *Lock Haven, Pa.*

Object-lessons, conducted systematically, are of great value, both in conveying elementary instruction and in giving proper mental development. Their chief advantages are the following:

1. *Object-lessons cultivate Attention.*—Knowledge presented by means of objects is put before the pupils in the most interesting manner. The illustration being such as they can comprehend, their thoughts are centered on the object, and the mind, instead of wandering from one point to another, is attentive to the lesson taught at the time. The earnest teacher who presents interesting facts relative to the object which forms the basis of the lesson cannot fail to give the attention of his pupils most valuable culture.

2. *Object-Lessons give Culture to the Power of Perception.*—This will be plain from the very nature of object lessons. The child observes in order that he may distinguish, describe, and gain information. His mind is attentively directed to similarities and differences in the qualities of the objects which he examines. He becomes more and more interested as he gains more and more information, but all this time his power of perception is receiving culture and becoming more fully developed. His observation

leads him to distinguish points of resemblance or difference which pass unnoticed by those who do not have the advantage of a systematic course of this kind of culture.

3. *Object-Lessons give Culture to the Memory.*—Every faculty of mind is cultured by exercise; the knowledge, therefore, communicated in a series of lessons on objects, in order to be recalled and be of use in the future, must be received by the memory, and be retained there until the occasion arises which demands its use, when it is recollected or recalled. This effort at retaining the knowledge imparted is of course a valuable aid in memory-culture.

4. *Object-Lessons give Culture to the Imagination.*—The pictures of objects retained in the mind are recalled by the memory. These may in turn be remodelled and be presented to the mind in ideal forms, and thus give culture to the imagination. The child whose perception has given him the idea of a house proceeds at once to construct one of sticks, paper, or other convenient material. He is not satisfied to retain the knowledge as it comes to him, but forms ideal pictures, and attempts to illustrate them with such material as he may have at hand.

5. *Object-Lessons give Culture to the Judgment.*—By a true system of object-lessons the child uses all his senses; he not only looks at an object, but he also puts his hand on it and judges its temperature, he lifts it and determines its weight, he carries it to his nose and ascertains its odor, he presses it and learns its density, he applies his tongue to find whether or not it has any taste, he raps on it with his knuckles to hear whether it gives forth any sound, and if so, what kind; and all this time he makes comparisons and judges of its qualities as compared with those of other objects or with some definite standard, thus giving exercise and culture to the judgment.

6. *Object-Lessons give Culture in Language.*—As children gain new ideas and thoughts they require new words to express them. The careful teacher is able to give much incidental instruction in the composition and structure of sentences as he gives the object-lesson. Children also learn to express themselves more fluently and more correctly as their power of perception becomes more accurate and they more readily distinguish differences and resemblances.

7. *Object-Lessons enable the Teacher to Present Knowledge in a Concrete Form.*—Having the object for illustration, the pupil more readily understands and comprehends the knowledge imparted. Knowledge is thus presented in a concrete form, and the child is thus methodically made to learn facts, phenomena, words, etc., in a form most interesting to the learner.

8. *Object-Lessons afford Opportunities for Imparting General Information.*—The teacher need not confine himself to a rigid routine in giving a course of object-lessons. Many incidental facts may be taught, many incidental questions may be judiciously answered, much curiosity may be aroused and gratified; and all this will afford the teacher an excellent opportunity for imparting valuable information in a way which will make it impressive and readily remembered.

9. *Object-Lessons train Pupils to Think.*—Training to think is the most valuable part of education. Object-lessons, in which the child is permitted to make inquiries of the teacher, examine closely and critically the qualities of the object which is the topic of the lesson, and have his curiosity gratified, are well calculated to develop thought in the mind of the child, and in this way are especially valuable as an incentive.

10. *Object Lessons make Thought Systematic.*—Pupils are not only trained to think, but they think systematically. When they look at an object to discover its different parts, they examine closely. They notice every quality and every action. They ascertain in what it is similar to other objects which they have examined, and in what respect it differs. Thought becomes a habit. Attention is undivided, and what the pupil learns he knows, because he fixes it in his mind in a systematic way.

11. *Object-Lessons create Interest in Study.*—The child that becomes interested in his studies becomes interested in the school, and the battle is half won. The teacher who can convey knowledge which will attract his pupils to him need have little fear of truancy. Nothing is better designed to make the school attractive and interesting than a series of lessons on objects, in which the pupil can be made to love knowledge for its own sake, while he does not appreciate the necessity of acquiring knowledge as a means of culture.

12. *Object-Lessons arouse Interest in the Community.*—The teacher who can create interest in his school will be successful also in

awaking an interest in school matters in the community. The means of creating a spirit of inquiry in the community by systematic object-lessons in the school should not be overlooked. The writer, when but a mere boy, set a whole neighborhood discussing by asking in school while giving an object-lesson the simple question, "Why is it that when a single stalk of corn grows in a garden the ears are very rarely perfect?" Every one in that community—for it was a farming region—had noticed the fact, but few could give the reason. The interest became still greater when a second question was added as follows: "Why does every ear of corn have an even number of rows of grains?" No better plan can be devised to arouse an interest on the part of patrons than that of creating a spirit of inquiry, first on the part of the pupils, and through them on the part of the parents.

Many other reasons might be given why object-lessons are valuable, showing that they afford important elementary knowledge; that the knowledge imparted may be greatly varied; that school-life may, by means of object-lessons, be made more pleasant; that they create a desire for knowledge; that this is the natural method of imparting knowledge to beginners, &c.; but these need only be mentioned.—*Educational Journal of Virginia.*

A TRUE ORDER OF STUDIES IN PRIMARY INSTRUCTION, AND THE PROPER TIME FOR EACH.

BY MRS. JOHN H. BIRD, *Burlington, Vermont.*

The natural order of studies in primary instruction must of necessity be the true one, for Nature makes no mistakes. In Nature all is harmony, and when her laws are violated the true end can never be reached.

The birds never make a mistake; there never was a robin whose young were not taught to fly, nor a nightingale whose little ones were not taught to sing. These things are always taught at the proper time and in the proper way. The bees make no mistake: they buzz through the long summer day, finding the sweetest flowers, and making all the honey they can. But they are creatures of instinct, and we are human beings endowed with reason; yet in the world that is governed by reason,—or, rather, where reason is not used rightly—the little human robins are turned into mocking-birds and parrots, the human bees buzz into the

wrong hive, and it is only in the human world that there are discords in the harmony. The closer, then, we keep in harmony with Nature, the more perfect will be the result.

“Education has to do with the heart, the head, and the hand.” In other words, the moral, mental and physical nature are each a part of the whole, and true education must include the cultivation of each. In a land whose schools recognize no sect nor creed, where are gathered children of all nationalities and all beliefs,—where all classes and conditions of society meet on equal footing, and where the only religion that can be taught is the religion of conduct and character, it is of the highest importance that no opportunity for moral instruction should be allowed to pass unheeded. Habits of diligence and order should be cultivated every day and every hour, and lessons should be given in kindness, thoughtfulness, courage, and honesty.

So, also, should the physical nature be cared for. The maxim, “A sound mind in a sound body,” is as true now as it was when it first came from the lips of the philosopher. Although we consider school-work in general as mental training, yet the physical and moral health can not be separated from the mental, for they are by nature together; and the care of the physical health and of morals is as much a part of the natural order of studies as the training of the mental faculties. In the different divisions of the public school, which are made according to the age and ability of the pupils, by far the most important is the primary grade. Here the children are, by reason of their age, most susceptible to the influences around them; in this school is found the greatest number of pupils. All do not complete the entire course and graduate from the high school, but all must enter the primary, and many children never go beyond it. It too often happens that, even at that tender age, their earnings are needed to swell the income of the family. Hence it is absolutely necessary that the children of poverty, whose years in school are few, and who are obliged to battle with the world when they are very young, should receive, in the primary school, the best instruction the State can furnish, if, in return, the State is to receive from the school those who will become good citizens. It is even more necessary that children of wealth, whose influence in the world may be greater on account of that wealth, should be taught, at the outset, habits of diligence and order. Therefore, in the time that

is allotted to primary work, every effort should be made to fit the average boy and girl morally, mentally, and physically for the requirements of every-day life. If, then, for the reasons that have been given, the primary school is so important, the position of primary teacher must be a very important one; and so it is, for, "as is the teacher so is the school." The best order of work and the best methods are powerless in the hands of a poor teacher, just as the finest marbles and the best chisels, in the hands of an unskilled workman, produce nothing that is art. The architect who plans the house in which we live, and the workmen who carry out his designs, have served their term of apprenticeship. The dressmaker and tailor who make the clothing that we wear are skilled in their separate trade. From the physician who is to heal our bodies we require not only a knowledge of the science of medicine, but a knowledge of the practical application of that science, before we are willing to trust our dear ones in his hands. Alas, that we are not equally exacting in regard to the qualifications of those to whom we trust the mental training of our little ones! For all physical wants we make proper provision; but the training of the human intellect, which is God's greatest gift to man, is frequently given to an untrained teacher. If there is any place where skilled teachers are needed, it is in the primary school; for these little ones are quick to feel the force of sympathy, and this is the beginning of school-work. In this school a love of books and learning, of honor, justice, and morality, of nature and of Nature's God, will take root, and receiving due encouragement it will go on to the highest things which the human mind can conceive; or it may, through lack of proper guidance, become perverted and eventually lost. Therefore a knowledge of the mind that is to be taught,—how to stimulate, how to control, how to encourage, how to restrain, how to guide and direct its movements and impulses, and a knowledge of the science of the work that is to be done, are necessary for her to whom is intrusted the teaching of "His little ones."

For this one profession the State, through its normal schools, furnishes the preparation. In the best of these schools not only the science of teaching is taught, but the principles that are taught are put into practical application in training-schools provided for the purpose, and the work of teaching, as well as that of learning, must be well done before a diploma is given. With

such preparation as this, good teachers can be expected. The same preparation may not be necessary for all, but all need some preparation. To this preparation add a love for the work and for children, the originality and personality of a true woman, and we have the true primary teachers, the first necessary element in a true order of studies.

The true order of studies is the natural order. If we wish to find the true order of nature, we must begin where Nature begins. Nature's first lessons are given to the baby in the cradle. Give a baby a new toy, and in a very short time it will have a fair knowledge of the qualities of the plaything, and it will get its knowledge with Nature for a teacher. Let us observe the lesson.

First, the eyes are wide open, and the baby looks the object thoroughly over; then the little hands are reached to take it, and the baby pats it first with one hand and then with the other; in another instant the toy has found its way to the baby's mouth for further investigation. Soon it is pounded, to bring out whatever noise there is about it; perhaps the object will be broken; if so, the probabilities are that the baby will express his surprise and delight at having discovered one thing more; if it is not broken, the object will soon be thrown aside, and the baby has finished his object-lesson. But if a new object is presented, it will be subjected to the same process and with the same degree of interest and satisfaction.

From this observation of a natural lesson we have learned that the baby obtained his knowledge of the object by seeing, touching, tasting, and hearing; by the exercise of the faculty called perception,— that faculty of the mind first exercised in getting knowledge in the natural way, and therefore in the true way; also, that when the child grew tired of one object he could be interested in a different one, thus showing that nature needs variety.

At a very early age we notice that a baby remembers; for its mother is missed when absent, and greeted by a smile on her return. This shows that memory is the next faculty exercised in Nature's order of mental work.

Soon another faculty presents itself. Whatever has frightened the little one once will be sure to frighten it again. It seems to say to itself, "The other dog hurt me; therefore this one will." This faculty of reason is exercised in very young children. The germ of every faculty of the human mind is perfect in the baby;

but in the baby's mind all faculties are not exercised equally. Reason, which is developed to its full extent late in life, occupies a smaller place than the others in the earlier mental work of a child's life. It is, therefore, evident that if we would train the mind after Nature's model, the subjects which are taught must always cultivate perception and memory and language, and must appeal to reason in every case, when the little mind can be led in a natural and logical way to a correct conclusion.

Generally speaking, a child does not enter school until he is five years old. In that five years he has gained a vast amount of knowledge. No lesson was hard or disagreeable, because the mother, whose love was boundless, was the teacher and Nature ruled the order. The child was eager to learn. If he saw anything new, he wanted immediately to know all about it, and went to mamma with the questions, which were answered, one by one. He learned as much as he was able to comprehend about that object, but soon something else presented itself, and new questions were asked and answered as before.

This little one began arithmetic when he could say, "Two hands"; he commenced geography when he said, "Here" and "There"; geometry, when he first knew anything of lines; moral science, as soon as he knew the meaning of "naughty" and "good"; in grammar this little child has mastered almost completely his mother tongue, the art of language, and all without learning rules.

Since Nature has commenced so many subjects and she is to be our guide, we surely cannot do wrong if we attempt to carry on the work that she has already begun; but if we take her order of work we must take her method of work also, and remember that a child's mind must be formed before it is furnished, and that while science builds *down* from *above*, Nature builds *up* from *below*.

There seems to be a prevailing idea that the waves of reform which have undermined the old methods have as yet produced no satisfactory results in the new methods; complaint is made that subjects have been multiplied until that which is useful and necessary in knowledge has been replaced by that which is ornamental, and that the children of the present day, under the present method of instruction, are not taught to read, write, and cipher as well as the children were years ago. If such is the case, then there is great fault somewhere.

That method is the best which produces the best results. To teach

a child to *see*, to *think*, and to express his thoughts, is to send him into the world, a vital and intellectual force. Whatever method will accomplish this is a good one.

A person is not educated who knows books only; in the natural order a knowledge of *things* precedes a knowledge of *words*. To quicken the perceptive faculties, arouse the intellect, develop the moral nature, and cultivate language, there is nothing in the whole curriculum of study as beneficial as a systematic course of object-lessons, or miscellaneous lessons, if the latter term is a more comprehensive one. It is comparatively easy to make a child's mind a receptacle of facts, but it is quite another thing to develop close and accurate powers of observation and expression; to teach a child to *see*, to *THINK*, and to *TALK*. All teachers know the difficulty of getting young children to talk well in school, and indeed many children of a larger growth are careless and indistinct speakers. The *art* of language is an important branch of education. It is the only means a teacher has of finding out how thoroughly a child has mastered a subject. This cultivation of language can be obtained most readily from object-lessons, because in them the child has some familiar subject to talk about, and they are a help toward removing any restraint the child may feel on account of being away from home and among strangers. A variety of subjects can be introduced and new interest constantly aroused. Conception and reason are cultivated through perception, and this is the natural order of the development of the faculties. Through these lessons instruction may be given in school in the same manner that it was given at home,—that is, from objects; and learning *in* school may be made as pleasant as learning *out* of school. These lessons are also a help in the study of Nature.

Give a bright boy a text-book on Botany or Natural History, and assign him a lesson to learn, and the task will be monotonous; but tell the boy to cast aside the books and start for the woods, and the lessons will be learned with pleasure and with a zest know only to boyhood; the student returns a wiser boy, with that better knowledge, which, alas! was

“ Never learned of schools;
Of the wild bee's morning chase,
Of the wild flower's time and place,
Flight of fowl and habitudo

Of the tenants of the wood.
 How the tortoise bears his shell,
 How the woodchuck digs his coll,
 And the ground-mole sinks his well,—
 How the robin feeds her young,
 How the oriole's nest is hung,—
 Where the whitest lilies blow,
 Where the freshest berries grow,
 Where the ground-nut trails its vine,
 Where the wood-grape's clusters shine,
 Of the architectural plans
 Of gray hornet artisans ;
 For eschewing books and tasks,
Nature answers all he asks."

Therefore we place object-lessons first in the true order of studies in primary instruction, because they are so placed by Nature. This work is largely work in language. Reading and writing are but language also, and primary arithmetic should be a series of object-lessons on numbers. The order of studies in primary instruction should be object-lessons, reading, writing, and arithmetic. The work is arranged for a primary course of four years, and allows for the completion of the common-school studies in eight years.—*Education.*

[*To be continued.*]

EDUCATIONAL TOPICS.

A REVIEW.

The opening of a new scholastic year is the best time to survey the progress we have made in the past and our prospects for the future ; and the present moment is specially suitable for such a retrospect owing to the important changes that have taken place in the *personnel* of our educational world during the last two years. First in historical importance is the retirement of Mr. Lunn from active participation in the work of education, for Mr. Lunn, one of the earliest pioneers of Protestant education in Montreal, binds together the present and the past. But the temporary retirement of Dr. Dawson from the superintendence of McGill University is our natural starting point. The hand, in every way the most active in guiding the educational machine of the Protestants of Quebec during the last thirty years, is for the

moment withdrawn. Yet, owing to a great extent to Dr. Dawson's own labours, the interests which five years ago might be said to be identified with the Principal of McGill University now rest secure in the hands of different heads of various departments. With the temporary loss of Dr. Dawson we feel as though the sun, indeed, of our system had been extinguished, but we are better able to see the new planets that have, so to speak, "swum into our ken."

For more than a year, life and vigour has been imparted to the Protestant Department of Education at Quebec by the restless activity and masterful will of Mr. Rexford. No happier selection has lately been made than this appointment, unless it be the translation of Dr. Robins from the Protestant Board in Montreal to the Principalship of the McGill Normal School. By both alike a commanding individuality of energy and originality has been transferred to the control of a system where reform and vigour were most wanted. If the Principal of McGill University is the recognised head of unsectarian Higher Education in the province, the Principal of the McGill Normal School should be the leading spirit in education in all its other branches, while the Secretary at Quebec represents the permanent element in the Government Department of Education. Every Protestant, every lover of education in the province of Quebec, must rejoice to see these posts filled by men whose character and abilities alike fit them for their work.

But though causes do well to submit to the lead of individuals, they can only prosper when aided by the co-operation of organized societies and subject to the vigilant criticism of the public. And these conditions of life are now to be found in full vigour. The appeal of McGill University and the city schools of Montreal to the generosity of the public, necessitated by their pecuniary difficulties, was a tacit recognition of the public's right to be consulted, to approve and, if necessary, to censure the management of the system to which it has opened its purse. And it is only by exercising these rights that the public will secure the services of competent men in our universities and schools. The controversy that arose three years ago over certain unfortunate appointments to the Montreal High School and the mutterings provoked by what was, justly or unjustly, regarded as arbitrary action in a higher place are but signs of the slow awakening of the public to a sense of duty in this respect.

Side by side with this, fresh vigour is apparent in our different educational associations. The changes in the curriculum and other wise reforms in McGill University were more or less directly the result of the increased activity of the McGill Graduates' Society, in the practical work of which, as well as in that of the Association of Provincial Teachers, no one has taken a more important part than Dr. Kelley. The McGill Normal School was subjected some two years ago to the sharp criticism of the associated teachers of Montreal under the leadership of Mr. Rexford, while the wider interests of education in town and country have constantly attracted the attention of the Provincial Teachers' Association. The Conventions held at Montreal, St. Johns and Sherbrooke during the last three years were signalized by the practical nature of the discussions, as well as by the firm but reasonable stand that the teachers took under the lead of Dr. Kelley, upon their rights as the parliament of educationists in the province. From this point of view nothing is more significant than the recent independent action initiated by the Protestant Committee of the Council of Public Instruction in regard to the proposed government legislation upon educational matters,—the brunt of the work in this case falling upon the Protestant School Commissioners of Montreal under the guidance of Principal Dawson and Dr. Robins.

Our review of the changes in the aspect of education would be very incomplete if we omitted to notice the steady progress made by Bishop's College, Lennoxville, under the firm and conscientious management of Dr. Loble, and its hopeful co-operation with McGill College in the examinations for the certificate of Associate of Arts—a co-operation which we may perhaps see culminating one day in the creation of a single Protestant university for the province of Quebec, and in public examinations by examiners independent of, or different from, the teaching bodies. Again we must notice the improved condition of the Theological and other colleges that cluster around McGill College and act as its feeders. The Presbyterians, owing to their wealth and numbers, have taken the lead, but the new buildings, which the Anglican, the Congregational and the Methodist bodies have *either lately occupied or are building*, promise well for the increase of their numbers and prosperity. All this, we may reasonably hope, will add to the general force of education in our

province. St. Francis College, Richmond, has been rebuilt, and Morrin College, Quebec, has testified but lately to its vitality by the issue of a college journal.

It would be unjust to omit the improved condition of our private schools in Montreal and Quebec. These are not, it is true, a part of the recognised system of the province, but without healthy competition any system is in real danger. And, besides this, there is plenty of room for private schools, like that of the late Dr. Carpenter, which offer special trainings for pupils whose parents or guardians are dissatisfied with the public curriculum. Coming under the same category as private schools, i.e., as schools standing to a certain extent outside the recognised educational system of the province, we must notice the growth of the boarding school. Lennoxville is of comparative antiquity, though owing to various misfortunes it has had of late rather a chequered career; but Lincoln College, Sorel, is a new birth. In the boarding school we should recognise another legitimate variation from the ideal Canadian school.

We would gladly draw attention, if space permitted it, to the wider intellectual life that has manifested itself, to the literary and artistic societies that have come into prominence in our cities, to the courses of lectures of a superior character given by the different churches. But upon these we have no time to pause. We must content ourselves with drawing attention to the lectures and classes which have been given at the Young Men's Christian Association of Montreal, the chief credit for which is due to untiring energy and public spirit of Dr. Kelley.

In view of all this varied life in the educational world we are justified in saying that the work of education in our province is passing into a new phase. From a machine directed by the able hand of one supreme administrator the system has changed into a wide-spread organization, with many branches acting independently of one another, though in friendly concert; and we may be sure that, when Dr. Dawson returns to his post next year, he will rejoice to find the cause to which he has devoted his life-work still further vitalized by the spirit of harmonious progress, which it has been his constant endeavour to inspire.

Upon the second side of our subject, viz., the reforms specially calling for attention, we have little space to enter on the present occasion. Four lines, however, may be indicated.

First, then, it must have been felt by all educationists abreast of the age, that the time has come for admitting women into full participation of the privileges accorded the sterner sex. Dunham and Compton are doing good work in the country districts, and our girls' schools in the city, are, we believe, quite a match for the boys' schools. But women may fairly complain of injustice so long as they are debarred from the higher privileges of our universities. Something has been done to lead the way in this direction by the Ladies' Educational Association of Montreal, and by the initiation of the examinations for the Senior Certificate of the Associate in Arts. But we cannot regard this latter as in any sense a finality. It is only a stepping-stone to a further extension of university work.

Secondly, more life and earnestness needs to be imparted to the School Inspectorate. The gentlemen who at present discharge the onerous duties of Inspectors of our country schools deserve all credit for the work they have done in the past. Perhaps, when we remember the distances that they have to cover on their inspectoral visits and the inclemency of the weather, sometimes rendering the roads impassable with snow, at others with thaw, it would be unfair to ask them to do more. Every one must feel that their numbers should be increased to enable them to perform their work efficiently. But on one or two points we may be permitted to offer a suggestion. Their Reports are occasionally very perfunctory, a mere catalogue of visits without showing any very intelligent appreciation of the delicacy of the work entrusted to them. Again, we should all like to see a more plentiful attendance of these gentlemen at the yearly gatherings of the Teachers in Convention. They are, in fact, mostly conspicuous by their absence at meetings, where the questions discussed are such as they would be greatly benefited by listening to, and to which their experience and knowledge should make a valuable contribution.

Thirdly, we feel that we must reiterate what we have urged before, viz., the necessity of rendering not merely the Higher Education, but much more education in its lower branches, more independent of the study of the Classics. The Regulations agreed upon respecting Academy Diplomas at a recent meeting show that the majority of the Protestant Committee of the Council of Public Instruction are looking in a different direction from ourselves, and

it seems almost presumptuous to doubt the wisdom of that learned and public-spirited body; but the opinion that we express is generally held, and we think it is one that is suggested by the facts that face an educationist in the Province of Quebec.

Our last piece of advice is conveyed in the single word, Organize! Something, we have said, has been done in this direction, but much more remains to do. We will illustrate our point by referring to what is probably one of the most flourishing Teachers' Associations in the Province. The Montreal Association did good work a few years ago in drawing attention to the weak points of the McGill Normal School; but what has it been doing since? Is it a *live Society*? And yet, what need it has to become so! The Protestant Board is likely to become more and more dependent upon the City Council, and the teachers will soon discover the difference in their masters. Instead of progress, parsimony will be the watchword. We are threatened with business men who have no business to attend to; with busybodies without zeal for education, perhaps with interests of their own to serve; with men who are willing to pander to the popular cry about extravagance, who are unable to sympathise with the difficulties and the work of teachers. What shall we do then if we are not organized? And what is true of Montreal holds good all over Quebec. In every district, if our teachers wish to make their weight felt, let them gather into societies. More might be said upon this point, upon the necessity that exists for a minority like ourselves to hold together in the cause of education without regard to creed or to party. But we have already exceeded our space, and we leave to our readers the task of further developing the hints we have given them.

THE COMING CONVENTION.

It is too early to predict that the Convention at Lachute will rival the meeting two years ago at St. Johns, in interest of debate, but we feel sure that in importance of subjects suggested for discussion it yields to none of its predecessors. In an unlucky moment the Protestant Committee of the Council of Public Instruction, submitting to the guidance of some over-zealous advocate of the study of the Classics, gave its sanction to the New Regulations respecting Academy Diplomas. What

intense disgust this move has created among our country teachers, readers of the *Farmers' Advocate* and the *Waterloo Advertiser* (from whose columns we should like to quote a plain-spoken letter signed "Educationist") know well enough. The Regulations, as it appears to us, are strikingly unfair to female teachers and will result in the absurdity that those schools that do the least of the solid work will get the lion's share of the pay. However this may be, the subject is one that well deserves ventilation, and the Executive Committee of the Association has done very wisely in putting it down among the subjects of discussion at Lachute.

As allied subjects, the Curriculum of Model Schools and Academies and the state of the Classical question in the province of Quebec are also to receive attention. The latter, in the widest sense, is a subject of importance all the world over, being the battle-ground of the grand contention, whether education shall be *utilitarian* in accordance with the needs of a practical age, or *ideal* as in English public schools and in the works of theorists. But, taken in connection with the previous subjects of discussion, it is a matter that touches us nearly, owing to the part that the Classics play in the curriculum of the Model Schools and Academies.

Unless the Common-school teachers of Canada are made of different stuff from National-school teachers in Great Britain, it is probable that they will not take very kindly to the idea of Payment by Results. If we were to believe the writers whose protests fill the columns of the *Schoolmaster* (the organ of the National-school teachers of England), Payment by Results is one of the most potent engines of official tyranny, a system which, with a great appearance of fairness upon the first blush, is productive of bad, because superficial, work, and therefore defeats its own ends. Allowing, however, due weight to the outcries of those who have experience of its working, we should remember that taken with some latitude, the idea already underlies our system in Canada. The Academies and Model Schools, for instance, are practically paid by results in the distribution of the educational grant. What the teachers have to protest against is not the idea but the narrow interpretation put upon it. If "results" be taken simply to mean *marks*, teachers will have reason to complain: but where the letter killeth, the spirit giveth life.

We have hinted before now that we are not altogether satisfied

with the cavalier way in which the representatives of Higher Education generally have agreed in ignoring the existence of the Convention of Quebec Teachers. When it is remembered that at this meeting alone questions of importance in regard to the schools that act as feeders to our Universities are openly discussed, we think we are justified in expecting delegates at least from the teaching bodies of McGill and Lennoxville. And upon this occasion especially, when the curriculum of Model Schools and Academies is under discussion, we have a right to demand the presence of one, if not both, of the two Inspectors whom the Protestant Committee of the Council of Public Instruction employs to test the work of these schools.

The Pension Act is, we see, again proposed as a subject of discussion. On former occasions we have been disposed to side with the advocates rather than the opponents of this measure. The reasons that led us to take this view we need not recapitulate. But if it be true, as we hear, that the promises of the Government are fallacious, and that stoppages on present salaries will have to be raised to 12 per cent., the question assumes a different aspect. Whatever may come of it, and we fear but little will result from any representations on this point, the debate is likely to be a lively one.

Of the importance of giving actual representation to Elementary Education in the Council of Public Instruction—one of the subjects of discussion in Convention—no better proof can be given than the New Regulations respecting Academy Diplomas. The constitution of the Council of Public Instruction, like so much else in education in Quebec, is a survival from a previous order of things—a survival in many ways out of keeping with the ideas among which we live. If it is an axiom in politics that government is based upon representation, no less should it be so in education. It is fortunate that the proposed reform can be discussed quietly, that the present composition of the Protestant portion of the Council of Public Instruction is on the whole so admirable that there is no fear of the discussion taking a personal turn. None the less, however, the reform is a just one; nay, more, it is necessary, as owing to the constitution of the body, we have no security for the future that the Council will satisfy our needs as well as it does in the present.

Besides addresses from eminent men and lectures upon Draw-

ing and Botany, a series of Practical lessons in Reading, Spelling, Grammar and Arithmetic will be given for the benefit of the Elementary Teachers. These latter, which formed such an attractive part of the programme last year, will be found of great service to teachers, many of them far removed from the influences of higher culture, some of whom have never benefited by a Normal School training.

In conclusion, we have only to wish our teachers a pleasant meeting. We hope we shall see some at least of our Inspectors there, that the Protestant Committee will be as well represented as it has been heretofore, that McGill and Lennoxville will not be unrepresented; lastly, that our private schools will remember that they too form, in a certain sense, a part of the educational system of the country, and that their losses on the side of system are at least equal to their gains on that of liberty, if they are uncontrolled by a Board or a curriculum. At any rate, they can learn much by comparing notes with those who are subject to these.

MR. ADAM'S FAREWELL.

Readers of the *Canada Educational Monthly* will learn with regret, from the "Retrospect and Farewell" which heads the Editorial Notes in the September number of that able publication, that Mr. G. Mercer Adam has, owing to his approaching departure from the country, resigned the editorship of the journal with which his name has been connected for nearly five years.

The regret with which we read the announcement is two-fold. Those who know Mr. Adam as a writer and editor will never forget all he has done and all he has attempted to do for Canadian letters, as editor of the *Bystander*, *Canadian Monthly* and *Canada Educational Monthly*. Those who have had the pleasure of his acquaintance will remember his courtesy and kindness. It is rather late, now that he is leaving us, to regret what might have been. But we have long since felt that G. Mercer Adam was one of the first names we should have selected for admission to the Royal Society of Canada, that the omission of this small recognition of his signal services to literature in this country was not the least of the blunders made by those who drew up the list of Associates last year.

Mr. Adam's last words are a warning against the "folly of

entrusting our educational affairs to politicians" and upon "the moral injury to education which results from its political connections." We are happy to believe that Protestant education in Quebec is tolerably free from the evils to which Mr. Adam has so often called attention in the pages of his Educational, but we may well learn something from the lessons he draws from the past history of the work with which he has been associated. "Among the first thoughts," he writes, "that will occur to such of our readers as may, with us, take a glance at the past, the following are likely to suggest themselves. First, that if the magazine has been of any distinctive service to those in whose interest it was founded, it lies in the fact that it has voiced the opinion of the profession on many topics vital to its wellbeing; and secondly, that it has led the way in a fearless discussion of evils connected with teaching and the administration of the Department which, obviously, has not been without effect in either checking or removing them."

PROCEEDINGS OF THE PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

EDUCATION OFFICE,
Quebec, 26th Sept., 1883.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held:—Present: His Lordship the Bishop of Quebec in the Chair, His Lordship the Bishop of Montreal, Dr. Mathews, R. W. Heneker, Esq., D.C.L., E. J. Hemming, Esq., D.C.L., and the Rev. E. I. Rexford, M.A., Secretary of the Department of Public Instruction, to represent the Hon. the Superintendent.

The minutes of the previous quarterly meeting of the 30th May last, and those of a special meeting of the 7th July last, were read and confirmed.

Mr. Rexford reported that, as requested by the Committee, copies of the summary of grand statistical tables of Protestant and mixed schools prepared by him had been thrown off, and circulated among the members of the Committee.

The Sub-Committee on School Law reported progress, and asked leave to sit again, the question of a uniform system of preliminary examinations for entrance on professional studies being referred to it.

A communication from Mr. Machin, Assistant Treasurer of the Province of Quebec, showing that on the 20th June, 1883, the sum of \$27,730.93 had been paid over by the Dominion Government to the Treasurer of the Province of Quebec, as the proceeds of the sale of Marriage Licenses between the years 1867 and 1873, having been laid before the meeting, it was moved by the Lord Bishop of Montreal, seconded by Dr. Hemming, and resolved :—

“That the Lord Bishop of Quebec, Dr. Mathews, and Dr. Heneker be a Sub-Committee to make arrangements for the investment of the same under the Order-in-Council of 22nd March, 1881, approved by the Lieutenant-Governor the 23rd March, 1881, No. 106.”

The Lord Bishop of Montreal was appointed to confer with the authorities of the McGill Normal School on the whole question of the recent regulations of the Committee in regard to Academy Diplomas.

Messrs. Harper, Rexford, and Weir were appointed a Committee to draw up a course of study for Academies and Model Schools, and report.

On the motion of Dr. Mathews, seconded by the Lord Bishop of Montreal, it was unanimously resolved :—

“That, whereas, the object sought for by the Government of this Province in the free scholarships in the High Schools of Quebec and Montreal would, in the judgment of the Protestant Committee of the Council of Public Instruction, be more surely gained than it is at present, if a number of these scholarships were placed at its disposal, to be awarded as prizes to such studious and meritorious boys, in any of the schools of the Protestant Commissioners of these cities, as may desire a higher education ;

“That, whereas, these High Schools would, if this action were taken, become important factors in the Superior Educational system of the Province, since by placing within the reach of the children of the humbler among us educational advantages at present open only to the wealthier, it would link the rich and the poor together, and this at no additional cost to the Government ;

“Therefore, this Committee respectfully asks the Government to place a number of these scholarships at its disposal for the purpose now stated.”

After some discussion as to the time that Academies and Model Schools should be kept open during the scholastic year, it was moved by Dr. Heneker, seconded by Dr. Mathews, and resolved :

“That no Academy or Model School (Protestant) shall henceforth be entitled to receive any grant from the Superior Education Fund, unless it be kept open for 180 days during the year ; that the Hon. the Superintendent be requested to issue a circular to the above effect.”

Mr. Rexford was appointed a member of the Committee to prepare examination papers for candidates for Teachers' Diplomas.

A Sub-Committee, consisting of the Lord Bishop of Quebec and

Dr. Mathews, was appointed to prepare a Resolution in regard to the examination of candidates for Teachers' Diplomas.

The Reports and Tabulated Statements of the Results of the last Inspection of Academies and Model Schools were laid before the Committee, and the Secretary was instructed to have these Reports, together with the said Tabulated Statements, published in the EDUCATIONAL RECORD.

The revenue from the Marriage License Fees, for the past year, amounted to \$6,795, after deducting \$200 for management. Of this sum five thousand dollars (\$5,000) were appropriated or University education, as follows:—

McGill University.....	\$2,500
Morrin College.....	1,250
University of Bishop's College, Lennoxville.....	1,250
	<hr/>
	\$5,000

From the balance of the Marriage License Fees, and the annual grant from the Superior Education Fund, the Committee, after carefully examining and considering the reports and returns of the Inspectors of Academies and Model Schools in connection with the usual returns from the different educational institutions for Superior Education, agreed to recommend the payment of the following sum annexed to each:—

UNIVERSITIES AND COLLEGES.

McGill University.....	\$1,650
Morrin College.....	500
St. Francis College, Richmond.....	1,000
University of Bishop's College, Lennoxville.....	1,000
	<hr/>
	\$4,150

ACADEMIES—CLASS I.

Knowlton, Brome.....	\$500
Lachute, Argenteuil.....	500
Waterloo, Shefford.....	400
Huntingdon.....	400
Sherbrooke.....	325
Stanstead and Wesleyan Ladies' College.....	325
Coaticooke, Stanstead.....	325
	<hr/>
	\$2,775

CLASS II.

Eaton, Compton.....	\$250
Three Rivers, St. Maurice.....	250
St. Johns, St. Johns.....	250
Berthier-en-haut.....	250
Clarenceville, Missisquoi.....	200
Shawville, Pontiac.....	200
Granby, Shefford.....	200
Bedford, Missisquoi.....	175

Inverness, Megantic.....	175
Hatley, Stanstead.....	100
Lacolle, St. Johns.....	75

\$2,125

OTHER SCHOOLS.

Dunham Ladies' College.....	\$300
Compton Ladies' College.....	300
Quebec High School.....	200

\$800

MODEL SCHOOLS—CLASS I.

Ormstown, Chateauguay.....	\$75
Valleyfield, Beauharnois.....	75
Leeds, Megantic.....	75

\$225

CLASS II.

Bristol, Pontiac.....	\$50
Sutton, Brome.....	50
Richmond (Girls'), Richmond.....	50
Magog, Stanstead.....	50
Hull, Ottawa.....	50
Thurso, Ottawa.....	50
Robinson, Compton.....	50
Sorel, Richelieu.....	50
St. Sylvestre, Lotbinière.....	50
* Ulverton, Drummond.....	75
Gould, Compton.....	50
Lapêche, Ottawa.....	50
Stanbridge, Missisquoi.....	50
Clarendon, Pontiac.....	50
Cowansville, Missisquoi.....	50
Rawdon, Montcalm.....	50
Sweetsburg, Missisquoi.....	50

\$875

A letter from H. Hubbard, Esq., Secretary Board of Examiners, Sherbrooke, was read, announcing that there were two vacancies in said Board, one by the removal from the limits of the Rev. Isaac Brock, and the other by the resignation of H. B. Brown, Esq., and recommending the appointment of the Rev. Buxton B. Smith and the Rev. John C. Cattnach, M.A., both of Sherbrooke, as members of said Board of Examiners, Sherbrooke. The Hon. the Superintendent was requested to recommend the Government to appoint the aforesaid Rev. Buxton B. Smith and the Rev. John C. Cattnach, M.A., members of the said Board of Examiners, Sherbrooke.

The Committee agreed to recommend that Miller's Swinton's Language Lessons be put on the list of authorized text-books.

* Twenty-five dollars on account of last year.

The accounts, with vouchers, submitted by the Secretary, were examined and found correct, the balance to date in the Bank of Montreal being \$14.05.

A communication was read from the Hon. the Superintendent in regard to a proposed change in the law respecting Dissident schools, and the Secretary was instructed to send copies of the same to each member of the Committee.

Dr. Mathews gave notice that on some near date he would call the attention of the Committee to the desirableness of its acting on the principle of "Payment for Results" more directly and explicitly than at present, in its distribution of the Superior Education Fund.

In connection with this notice, Dr. Mathews laid on the table, as explanatory of his meaning, but without committing himself to all their details, the following "Regulations," which he would ask the Committee to adopt:—

"DISTRIBUTION OF SUPERIOR EDUCATION FUND.

I. On and after _____ no School in the Province of Quebec shall be classified as an Academy, unless, in addition to all the ordinary English branches, the subjects required for University Matriculation be fully taught therein. (See letter of the Superintendent of Education, 1876).

II. That the higher branches in such Academy shall be arranged so as form a three years' course, as follows:—

1. First Year.—Latin Grammar, Cæsar, Bel. Gal. Bk. I., chs. 1-5, Arithmetic and Algebra.

2. Second Year.—Latin Grammar, Æneid, Bk. I., lines, 1-500; Greek Grammar to the end of the verb; Algebra to Equations, and Euclid, Bk. I., propos. 1-25.

3. Third Year.—Latin Grammar, Æneid, Bk. I.; the whole Greek Grammar, Xen. Anabasis, Bk. I.; Algebra; Euclid, Bks. 1, 2, 3.

III. That to every Academy, there shall be given by the Committee a sum of *Ten* dollars for each pupil, in whatever grade, the total of whose marks show an average of 45 in each subject, and a sum of *Twenty* dollars for each pupil, in whatever grade, the total of whose marks show an average of 60 in each subject.

IV. That to the amounts thus earned, there may be added by the Committee, further sums on the basis of the relative standing of the different Academies on their examination by the Inspector.

The object sought for by these regulations is the expending of the "Superior Education Fund" on Superior Education. At the same time it is hoped that by means of such generous allowances, School Commissioners and Teachers may be enabled and encouraged to devote themselves more actively than ever to this important branch of the educational work of our Province."

There being no further business, the Committee adjourned to meet on Wednesday, the 28th November, or sooner, if necessary, on the call of the Chairman.

GEORGE WEIR, *Secretary*.

RESULTS OF EXAMINATION OF ACADEMIES.

SEPTEMBER, 1883.

Names of Academies in Order of Merit as per Returns of Inspectors.	CLASSICS.			MATHEMATICS.			ENGLISH.			MODERN LANGUAGES.			SACRED HISTORY.		AVERAGE TOTAL NUMBER OF MARKS.
	Average of Marks.	Average of Pupils.	Subjects taken out of 2.	Average of Marks.	Average of Pupils.	Subjects taken out of 6.	Average of Marks.	Average of Pupils.	Subjects taken out of 6.	Average of Marks.	Average of Pupils.	Subjects taken out of 2.	Number of Marks.	Number of Pupils.	
Knowlton	51	10	2	53	21	4	63	43	6	54	14	1	63	44	7901
Lachute	51	8	2	58	20	4	64	19	6	46	19	1	62	34	6890
Waterloo	46	6	1	41	19	5	51	48	6	32	12	1	41	43	5650
Huntingdon	56	4	2	60	19	4	64	27	6	33	17	1	73	24	5449
{ Sherbrooke (Boys)	40	10	0	39	9	3	44	18	6	23	8	1	43	22	2200
{ Sherbrooke (Girls)	55	2	1	51	17	4	59	23	6	13	10	1	64	17	
Stansstead	50	8	1	60	15	4	66	34	6	62	7	1	64	22	4798
Contrecoq	57	8	2	56	13	6	59	28	6	69	7	1	59	21	4750
Dunham, Ladies' College	37	9	1	51	18	2	54	31	6	63	10	2	59	17	4644
Compton, Ladies' College	0	0	0	42	0	6	60	25	6	39	12	1	59	21	3186
Eaton	28	4	1	41	9	6	59	18	6	37	16	1	53	17	2686
Three Rivers	18	15	1	22	13	3	51	18	6	39	10	1	41	18	2455
St. Johns	16	4	2	37	15	5	40	17	6	29	10	1	35	15	2287
Berthier-en-haut	33	6	1	37	15	4	66	10	6	36	8	1	63	8	1892
Clarenceville	33	2	1	44	5	0	62	11	6	46	2	1	53	11	1689
Sturville	20	1	1	37	7	5	59	17	6	24	5	1	38	10	1629
St. Francis	37	4	1	34	7	7	56	13	6	21	5	1	58	7	1625
Grandy	0	0	0	54	9	2	54	9	6	55	3	1	60	7	1447
Bedford	0	0	0	30	6	2	51	10	6	32	1	1	42	9	1164
Inverness	0	0	0	49	4	4	61	4	6	20	1	1	54	4	676
Hatley	75	1	1	48	8	2	44	4	6	28	2	1	48	4	643

RESULTS OF EXAMINATION OF MODEL SCHOOLS.

SEPTEMBER, 1883.

Names of Model Schools in Order of Merit as per Returns of Inspectors.	CLASSICS.			MATHEMATICS.			ENGLISH.			MODERN LANGUAGES.			SACRED HISTORY.		AVERAGE TOTAL No. OF MARKS.
	Average of Marks.	Average of Pupils.	Subjects taken out of 2.	Average of Marks.	Average of Pupils.	Subjects taken out of 6.	Average of Marks.	Average of Pupils.	Subjects taken out of 6.	Average of Marks.	Average of Pupils.	Subjects taken out of 2.	No. of Marks.	No. of Pupils.	
Ormskirk	0	0	0	50	10	4	59	15	6	0	0	0	49	23	154
Yacole	8	0	2	27	7	3	50	18	6	0	0	0	36	36	157
Valleyfield	0	0	0	41	7	2	41	13	0	0	0	0	36	10	1407
Leeds	0	0	0	19	7	2	54	11	0	0	0	0	45	11	1391
Bristol	0	0	0	31	7	2	48	15	0	0	0	0	45	11	1322
Burton	25	1	0	35	5	5	48	10	0	0	0	0	45	6	1225
Richmond (Girls)	0	0	0	31	6	3	53	13	0	0	0	0	50	9	1210
Magog	27	3	0	44	6	4	44	10	0	0	0	0	38	9	1196
Danville	0	0	0	27	13	1	52	12	0	0	0	0	29	7	1152
Thurso	0	0	0	37	7	5	62	8	6	6	0	0	51	7	1064
Hull	0	0	0	40	7	3	51	12	6	6	0	0	27	7	944
Gravellye	0	0	0	20	11	1	49	10	6	9	0	0	26	9	933
Robinson (Bury)	0	0	0	33	5	1	48	9	6	9	0	0	42	8	843
Sorel	30	2	1	31	5	3	46	8	8	9	0	0	35	4	810
Aylmer	0	0	0	33	3	3	41	9	6	9	0	0	26	6	795
St. Sylvestre	0	0	0	23	3	3	52	3	6	6	0	0	42	3	769
Kirkdale	0	0	0	29	4	3	62	8	6	6	0	0	36	3	754
Giverton	0	0	0	14	4	4	44	9	6	6	0	0	36	7	608
Gould	0	0	0	25	4	4	45	8	6	6	0	0	35	4	513
St. Lambert	0	0	0	18	4	4	49	5	5	6	0	0	45	4	511
Lapêche	0	0	0	24	4	4	47	4	6	6	0	0	45	4	474
Marbleton	0	0	0	23	4	3	48	5	4	6	0	0	33	4	470
Stanbridge	0	0	0	48	2	3	49	4	6	6	0	0	32	4	454
Clarendon	0	0	0	36	4	4	58	3	6	6	0	0	43	25	449
Warden	0	0	0	14	7	4	43	7	6	6	0	0	24	24	422
Covansville	0	0	0	14	4	2	41	6	6	6	0	0	24	24	422
Scotstown	0	0	0	31	7	4	51	3	6	6	0	0	24	24	320

* No grants on account of either lowness of averages or fewness of subjects.

THE INSPECTION OF ACADEMIES AND MODEL SCHOOLS, DURING THE SPRING OF 1883.

GENERAL REMARKS ON THE RESULTS.

By the Rev. F. J. B. Alnatt, B.D., Inspector.

During the month of May and the early part of June, I visited eleven Academies and fourteen Model Schools. The schools at Sweetsburg and Philipsburg are not included, having been closed for the season before I reached their neighbourhood. The results my Inspection have been sent in to the Secretary in the usual tabulated returns, and I now proceed to supplement these by a few brief remarks as to the impression produced by personal observation of the condition of each school separately. These I submit to the committee's consideration feeling that in many instances some such explanatory comments are absolutely necessary to the forming a correct estimate of the relative standing of the different schools, and their consequent claims upon the funds at its disposal. Before doing so there are one or two points of a more general character upon which a few words may be said.

And first I may remark that there appears to be on the whole much ground for encouragement in the condition of our Superior Schools, as indicated by the late Inspection, so far at least as my own part in this is concerned. It is indeed an undeniable and very sad fact that most of our schools are very far from what they ought to be; but I think we have reason to trust that they are slowly but steadily improving. The good effects of regular and systematic inspection may be recognized by the efforts evidently made to bring the schools up to the standard required by the examination and to extend the range of the subjects taught.

It is true that the time of the year appointed by the Committee for the Inspection was unfavourable to the object of securing a large attendance of pupils, many having been removed early in the season to help their parents in their Spring's work. But on the other hand this arrangement secured the important advantage of impressing upon the minds of both pupils and parents a sense of the duty—when a Superior Education is desired—of devoting due and sufficient time to its attainment. There can be no doubt that one great cause of the undeniably defective con-

dition of Superior Education in our Province is the half-hearted manner in which it seems to be for the most part undertaken. I find it often the case that Academy or Model School pupils fail to devote more than five months of the year to their studies. In most instances of this kind they would do much better by contenting themselves with a more elementary education; for their work in the higher branches is simply waste of time. The cases in which this failure in attendance is necessitated by absolute poverty are, I feel assured (judging from the class from which the pupils seem in general to be drawn), extremely rare. A sacrifice might be demanded, but one which could—perhaps not in all, but certainly in most cases—be made without real difficulty, if only its necessity were once appreciated. It is very certain that the late date of this year's Inspection was the means of keeping open until that period schools that would have been closed a month earlier, or more; and also of keeping in attendance pupils who would otherwise have been removed.

I was told by one experienced in school supervision that it that it was as vain to think of influencing public feeling and action in the direction now referred to as "to try to make a river run the opposite way." The result of the present season's work has tended to establish the fact that the matter is not so hopeless after all—and that the influence exerted in the past is already beginning to show its fruits. In proof of this I would call attention to a comparative view of the attendance at the time of Inspection during the present season and of that on the last occasion on which it was held at the same season of the year. The list is confined to the schools which I have myself inspected and consists only of those and of all those which I happened to visit on *both* the occasions referred to.

	May. 1881.	May. 1883.		May. 1881.	May. 1883.
Sherbrooke (Boys).....	12	19	Eaton	8	19
" (Girls)....	25	25	Hatley	4	4
Coaticook	31	33	Ulverton.....	6	9
Knowlton	9	46	Marbleton	2	5
Compton (Girls' Coll.)	36	26	Covansville	5	7

The figures speak for themselves. In every case—with only three exceptions, two of them being girls' schools hardly likely to be influenced by agricultural operations—we find a very

marked advance in point of summer attendance effected in the period between the two summer Inspections.

I do not mean to suggest that the Inspection should invariably take place at the same date; but only to record my conviction of the necessity for clearly laying down the principle that the observance of a sufficiently extended term of school-attendance forms an important element in determining the degree in which the school is eligible for Government aid.

NOTES ON THE INSPECTION.

By George Weir, M.A., LL.D., Inspector.

In the late inspection the same examination papers were in every instance used by both inspectors, and each had previously taken part in drawing them up. From the the original draft of these papers as many as were thought necessary in each branch were thrown off by means of a transfer pad. There were from 12 to 20 questions on each subject, the pupils being allowed to to answer any four of such questions but not more, while the maximum of a hundred marks could be gained in any subject by answering the four most difficult questions. The number of marks assigned to each question was placed after it, so that each pupil could see at a glance to what questions the highest number of marks was given. It will be seen by an examination of the papers, which are herewith submitted, that the questions are so framed as to leave no excuse to a pupil who knew any thing at all of the subject for not answering some of them. Doubtless the results of the Inspection are pretty uniform, as the Inspectors acted throughout on the same plan and used the same papers. The whole Inspection, especially in the conduct of the examinations, has been reduced to such a system that it passes off in the most perfect order and with the utmost economy of time.

I shall first give the results of observation during Inspection of the different Institutions in order, according to the time at which they were visited, and I shall add secondly such general remarks and suggestions as occur to me on a review of the whole work.

* * * * *

There remains but little to be said in addition to the remarks already made under the name of each school. There are unquestionably some grounds of encouragement in the progress noticeable from year to year by the Inspection of our Academies

and Model Schools. The teachers on the whole are careful and painstaking,—there is springing up a wholesome rivalry amongst them in their efforts to attain to a high standing in the Inspection returns, both as to the numbers and efficiency of their pupils,—the ground work in nearly every branch is becoming more thorough year by year and the periodical written examinations, given now in almost every school, are promoting accuracy of knowledge on the part of pupils and are fitting and enabling them to answer with greater ease, promptitude and precision the papers put before them by the Inspectors. There seems to be on the part of not a few, however, a misconception as to what is meant by the term "Superior Education." If commissioners or trustees employ a teacher holding a Model School or Academy Diploma, that, with little or no regard to the advancement and standing of the pupils, is deemed sufficient to entitle the school to be called a Model one or an Academy, and to establish a claim to a grant from the Superior Education fund. To remove for the future such a misconception, it is, I think, absolutely necessary that one course of study suited for Model Schools, and another adapted to Academies should be issued under the authority and sanction of the Protestant Committee. A step in this direction might be taken at once by requiring the highest class in Academies to be prepared to undergo an examination on some English classic, before next Inspection, such as Goldsmith's *Deserted Village*. A school edition of this work with instructive explanatory notes is published at 2d sterling. It would in my humble opinion be of advantage to have all the schools restricted to some one set of class-books.

The chief hindrances to the progress of education are the frequent changes of teachers, the inadequacy of their pay preventing them from adopting it as a profession, the number of classes and subjects under one teacher, the not unfrequent change of text-books with a change of teachers, the neglect and indifference of parents in often keeping their children from school for the smallest trifles and with the flimsiest excuses.

If the Protestant Committee make it a test of an Academy, that young men are therein being prepared to matriculate in a University, I fear that there are but few of our Academies which come up to that standard. In some Academies there was no Latin being taught, and in many of them no Greek, at the time of Inspection.

In conclusion I respectfully suggest to the Committee the consideration of the following points:—

1. Whether in the case of the union of an Elementary and a Model School with but one Teacher, the number of pupils should not be limited to 20.

2. Whether the number of Academies might not be lessened with advantage to the cause of Superior Education by increasing the efficiency of the remaining ones to be established in centres of Protestant population as graded schools under competent Principals of educational and professional experience and training, and with adequate remuneration.

3. Whether there should not be some uniform local system of Assessment for the support in part of all Academies and Model Schools.

4. Whether the time has not come to modify the powers of the examining Boards for Teachers' Diplomas, and to appoint a central Committee to prepare all the papers for, as well as to examine and decide on all the answers from, Candidates for Teachers' Diplomas.

EXAMINATION PAPERS.

SET TO ACADEMIES AND MODEL SCHOOLS, 1883.

(N. B. In each of the papers any four, but four only, questions might be answered.)

Latin.

1. State (a) the number of Declensions, (b) how distinguished. (10)
2. (a) Say what is meant by *Labial*, *Guttural*, and *Dental* Stems. (b) Give a noun of the 3rd Dec. from each class. (10)
3. (a) Give, with English, the voc. sing. and acc. pl. of (1) *Magna insula*. (2) *Longus gladius*. (3) *Prudens rex*. (4) *Breve tempus*. (5) *Tutus portus*. (b) Give also the Dat. Sin. and Gen. Pl. of (1) *Serenus dies*. (2) *Difficile iter*. (3) *Acutum cornu*. (4) *Felix puer*. (5) *Fidelis filia*. (20)
4. Declino, giving the English, (1) *Filia*. (2) *Filius*. (3) *Donum*. (4) *Miles*. (5) *Opus*. (15)
5. (a) Give the Gen. and Dat. Sing. of *totus*. (b) Enumerate with their meanings other adjectives declined in the same way. (10)
6. Write the Comp. and Super. of (1) *Altus*. (2) *Prudens*. (3) *Celer*. (4) *Similis*. (5) *Parvus*. (10)
7. (a) Refer to their different classes the following Pronouns: *nos*, *sui*, *meus*, *hic*, *is*, *qui*. (b) Decline *idem*. (15)

8. Give the parts derived from, or connected with, the stem of the Pres. in *amo*, the stem of the Perf. in *monuo*, the stem of the Supine in *lego*, and the parts usually connected with the Inf. in *audio*. (20)

9. Write (a) the principal parts of *sum*, (b) its tenses of the Inf., with participle, (c) the 2nd per. pl. of all the tenses of the Ind. and Subj. of *sum*. (20)

10. (a) Define a Deponent verb. (b) Mention the parts that are active in form. (c) Give the tenses of the Inf. and the participles of *loquor*. (15)

11. Write out in all the pers. sing. and pl. of the Pres. Indic. of *fero*, *eo*, *malō*. (15)

12. Write (1) the Imperative Act. and Pass. (2) the participles Act. and Pass. of *capio*. (15)

13. Give 5 Prepositions governing the Acc. and 5 governing the Abl. (10)

14. Write principal parts, marking the conj., of (1) *audeo*, (2) *veto*, (3) *miscet*, (4) *caveo*, (5) *pareo*. (15)

Greek.

1. Decline, indicating the Voc. (1) *γέρας*, (2) *λίων*, (3) *φάρμακον*, (4) *πολίτης* (5) *νύμφη*. (15)

2. Give, with the meaning, (a) the Dat. Sin. and Gen. Pl. of (1) *εἰνους φύλαξ*, (2) *χρησὴ λαμπάς*, (3) *πιστὴ θυγάτηρ*. (b) the Ac. sing. and Nom. pl. of (1) *ἰλιεὺς κήρυξ*, (2) *χρηστος βοῦς*, (3) *μάκαρ νεανίας*. (15)

3. (a) Distinguish *ὁ αὐτὸς βασιλεύς*, *αὐτὸς ὁ βασιλεύς*, *οὗτος ὁ βασιλεύς*. (b) Give the Nom. and Ac. Pl. of these 3 expressions. (15)

4. Decline, (1) *γνή*, (2) *μάργυς*, (3) *ναῖς* (4) *χείρ*. (20)

5 (a) Give the the Nom., Ac. and Voc. Sing., mas., fem. and neut. of *μέλας* and *πολύς*. (b) Say in what there is any irregularity in their inflection. (c) Give the Comp. and Sup. of each. (20)

6. (a) How are Adjectives compared? (b) Give the Com. and the Super. of (1) *μίλας*, (2) *ταχίς*, (3) *καλός*. (10)

7. Give the Dat. Sing. and the Ac. Pl. of *ἄστεις*. (10)

8. Write in full the Pres. and Fut. Opt. of *εἰμί*. (15)

9. Give a verb of each class of *Labial*, *Guttural*, *Dental*, *Liquid*, and *Pure* stems. (10)

10. Write in all the pers., sing. and pl., the 2 Aor. Indic., Act., Mid. and Pass. of *τίπτω*. (15)

11. Write short paradigms of all the Tenses of either the Active or the Passive of *σπείρω*. (20)

12. (a) What are liquid verbs? How are they inflected in the Fut. Indic., Act. and Mid. (10)

French.

1. What are the principal rules for forming the pl. of nouns? Give examples of each. (10)

2. Write out in all their forms the Personal Pronouns with meanings. (10)

3. Explain the use of *en, y, même, ce*, giving examples. (15)

4. Write the French words for—*the same, several, others, each, each-one, somebody, everything, everybody, whoever, whatever, one another, both, either, neither, nobody*. To what part of speech and to what class do these belong? (15)

5. Write out the Infinitive Mood, the participles, and the 1st. per. pl. of all the simple tenses, in all the Moods Active of any verb of 3rd Conjugation. (15)

6. Write out the same parts, in the *negative* form, of any verb of 1st Conjugation. (20)

7. Write out same parts in the Pass. voice of any verb of 4th Conjugation. (25)

8. Write out the same parts of the verb *s'en aller*. (25)

9. Name the different classes of Adverbs, giving examples of each. (15)

10. Translate into French:—Here is your book,—where is that of your brother? I was at home, but I am going to your house. They (*or* people) say that you are right. Are you coming to see me? You must remain here till you have received a letter from your father. (20)

11. Translate into French:—There, in the very place in which he had left him 12 hours before, he found his faithful son walking quietly up and down, till his father should come to rejoin him. It was now three in the afternoon. He began to feel cold and hungry—he was only eleven—but he knew his father would come, because he had so promised him. (25)

12. Translate into English:—“*La mère et la jeune fille nous demandaient de leur dire, à notre tour, qui nous étions, où était notre pays, que faisaient nos parents? Pourquoi nous avions quitté tout cela si jeunes, pour venir ramer, lire, écrire, rêver au soleil, et coucher sur la terre, dans le golfe de Naples? Nous avions beau dire, nous ne pouvions jamais leur faire comprendre que c'était pour regarder le ciel et la mer, pour sentir fermenter en nous notre jeunesse, et pour recueillir des impressions, que nous écrivions peut-être ensuite en vers comme ceux qu'ils voyaient écrits dans nos livres.*” (25)

German.

1. Decline the definite article. In what other part of speech is a similar word found? with what meanings? with what differences of Inflection? (15)

2. Briefly describe, with examples, the principal varieties of declensions in nouns. (15)

3. How are feminine nouns declined? What are the exceptions? (15)

4. Write a list of the demonstrative and interrogative adjectives with meanings, and decline one of them. (10)

5. Write out and decline the personal pronouns. (10)
6. Translate into German:—Who are they? They are my brothers. Whose book is this? Is that your book? No, it is not mine. Here are the books which you gave me. (20)
7. What are the auxiliary verbs proper? Write out the pluperfect indicative of each? (15)
8. When is a verb called regular? Write out (1) the 3rd per. sin. perf. indic. (2) 3rd per. pl., 2nd fut. indic. (3) 2nd per. plur., 1st fut. subj. and (4) participles of any verb in the active voice. (25)
9. Write the 2nd pers. sing. of all the tenses in all the moods passive of any regular verb. (25)
10. Translate into German any seven of the following sentences:—(1) This lesson must be learned. (2) That town has been burnt by the enemies. (3) The glass (*glas*) was broken before I came into the room. (4) Have you any more bread? (5) Yes, I have some more,—do you want any? (6) There was no water in the house. (7) I did not see him myself, but I wrote to him. (8) It was four o'clock when the sun rose. (9) Speak aloud, that I may understand you. (10) As I do not know him I cannot trust him. (25)
11. Translate into English:—Konrad Balding war der Sohn eines frommen Predigers in einer kleiner Stadt in Hesson. Er hatte sehr früh Vater und Mutter verloren; ein Onkel nahm den armen verlassenen Knaben in sein Haus und seine Pflege. Da er viele Anlagen zeigte, so ermunterten ihn seine Lehrer zum Studiren; der Onkel stimmte im Vertrauen auf gottes Hülfe dem Wunscho der Lehrer bei. (25)

Arithmetic.

1. Define (1) *Prime Number*, (2) a *Multiple*, (3) a *Fraction*, (4) a *Compound Fraction*. (20)
2. If the telegraph poles are 8 rods apart, how many will there be to the mile. (10)
3. Add $7\frac{1}{3}$, $1\frac{3}{4}$, $\frac{1}{2}$, and $2\frac{5}{9}$; and subtract $\frac{1}{2}$ from $\frac{7}{8}$. (10)
4. Divide $\frac{2}{3}$ by $\frac{3}{4}$; and 10 by $\frac{3}{4}$. (10)
5. Subtract 19.7564 from 26; and multiply .476 by .0137. (15)
6. Reduce $.130\bar{9}$ to a vulgar fraction in its lowest terms, and express $\frac{241}{15424}$ as a decimal fraction. (20)
7. A ship is worth \$80,000, and a man who owns $\frac{1}{5}$ of it sells $\frac{2}{3}$ of his share, what has he remaining, and what is it worth? (20)
8. A is indebted to B in the following amounts: \$500 due in 6 months, \$600 due in 7 months, and \$800 due in 10 months. Find the time when all these payments should be made together. (25)
9. Find the present worth of \$842.70 for two years at 6 per cent. Comp. interest. (20)

10. A quantity is sold for $83\frac{1}{2}$ cents per pound, the gain is 10 per cent., and the total gain is \$48. What is the quantity of the tea? (25)

11. What principal will produce \$227.50 interest in $3\frac{1}{2}$ years at 4 per cent.? (25)

12. A train 88 yards long overtakes a man walking at the rate of 4 miles an hour, and passes him in 10 seconds,—20 minutes later it overtakes another, and passes him in 9 seconds; how far ahead will the train be when the last man overtakes the first? (25)

Geometry.

1. Define a *Line*, an *Angle*, a *Right angle*, a *Figure*, a *Triangle*, a *Sector*, a *Tangent*. (15)

2. Draw a straight line perpendicular to a given *straight line* of unlimited length from any point without it. (10)

3. If two triangles have two sides, of the one equal to the two sides of the other, each to each, but the angle contained by the two sides of one of them greater than the angle contained by the two sides equal to them of the other; the base of that which has the greater angle must be greater than the base of the other. (10)

4. Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given angle. (15)

5. If any straight line joining two parallel straight lines be bisected, any other straight line drawn through the point of bisection to meet the two lines will be bisected on that point. (20)

6. If a straight line be divided into two equal parts, and also into two unequal parts, the rectangle contained by the unequal parts together with the square on the line between the points of section is equal to the square on half the line. (20)

7. Describe a square which shall be equal to a given rectilineal figure. (20)

8. Draw a straight line from a given point, either without or on the circumference, which shall touch a given circle. (25)

9. If one side of a quadrilateral figure inscribed in a circle be produced the exterior angle is equal to the opposite angle of the quadrilateral. (25)

10. In a given circle inscribe a triangle equiangular to a given triangle. Also prove that if an equilateral triangle be inscribed in a circle the radii drawn to the angular points bisect the angles of the triangle. (25)

11. If a straight line be drawn parallel to one of the sides of a triangle, it must cut the other sides or those sides produced proportionally. (25)

Algebra.

1. Define *Power*, *Co-efficient*, *Index*, *Factor*, *Simple Expression*. (15)

2. Add $a^2 + ab - ac$, $2ab - 3ac - d$, and $-ab + 3ac$. From $a + b$ $3cd - 12$, take $4a - b - 2cd + c$. (5)

3. Multiply $2a + 2b$ by $2a - 2b$; also $a^4 - a^3 + a^2 - a + 1$ by $a^2 + a - 1$. (10)
4. Divide $3x^4 - 12x^3 + 15x^2$ by $-3x^2$; and $x^2 + 2xy + y^2 - z^2$ by $x + y - z$. (15)
5. Find G. C. M. of $\frac{a^4 - x^4}{c^3 + a^2x - ax^2 - x^3}$; and L. C. M. of $(x - y)^2$, $x^2 - y^2$. (15)
6. Multiply together $\frac{x^2 - y^2}{x} \cdot \frac{x}{x + y}$ and $\frac{1}{x - y}$ and divide $\frac{4x + 6}{3}$ by $\frac{x + 3}{2x}$ (20)
7. Divide \$160 among 3 persons, so that the first may receive \$10 more than the second, and the second \$12 more than the third. (15)
8. A can do a piece of work in 12 days, B can do as much in 15 days: in what time will they finish it, if both work together? (20)
9. There is a number consisting of two digits, which is four times the sum of those digits; and if 9 be subtracted from twice the number, the digits will be inverted. What is the number? (25)
10. Given $4x = \frac{36 - x}{x} + 46$, find the value of x . (25)
11. I sold an article for \$56, and gained as much per cent. as the article cost me. How much did the article cost? (25)
12. Find three numbers such that the difference of the first and second shall exceed the difference of the second and third by 6, and that their sum shall be 33, and the sum of their squares 467. (25)

Book-keeping.

1. What is the difference between "Goods sold on account" and "Goods sold on note"? (10)
2. Explain clearly the items: *Debit* and *Credit*. (10)
3. From the following items write out two different forms of a cash account:—Feb. 6th, Cash in hand \$750; Feb. 12th, Bought goods for \$250; Feb. 15th, Paid for rent, \$120; Feb. 17th, Received in payment of Account from W. Brown, \$600; Feb. 20th, Sold goods for cash, \$130; Feb. 24th, Paid John Smith \$90. (15)
4. Explain fully the difference between Single and Double Entry. (10)
5. When is a person *debited* and when *credited* in the Day-Book? (15)
6. (a) In the simplest form of Single Entry what Books are used? (b) and what ones in the more extensive form? (15)
- 7 (a) Define a Promissory Note, a Draft and an Invoice. (b) Give an example of each. (10)
8. Write the headings of a Bill-Book. (15)
9. (a) What Books are used in Double Entry? (b) Enter the following items in the Journal:—Sold to John Black, flour for \$650. Sold to Wm. Brown, cheese for \$150. (c) Enter these also in the Ledger. (30)

Natural Science.

1. What are the Properties of Matter? Define and explain any two of them. (15)
2. What is Momentum? Give the rule for finding it, with an example. (15)
3. What are the Laws of Motion? Explain centripetal and centrifugal force. (15)
4. What is Gravitation? State the laws for the force of Gravity. On what two conditions does this force depend? (15)
5. What apparatus enables us to determine the velocity of falling bodies? A falling object takes 21 seconds to reach the ground; from what height does it fall, and what is its velocity during the last second of its descent? What influence tends to modify the operation of this law? (25)
6. Describe the different kinds of levers giving examples of their application. State the law of the Lever. (20)
7. What is the difference in meaning between the terms Hydrostatics and Hydraulics? Explain the principle of the Spirit Level. (10)
8. Find the specific gravity of a material which weighs 2.6 ounces in water, and 6.6 ounces in air. (15)
9. Describe the principle of the common Lifting Pump. (20)
10. What are the different (a) sources of Heat, (b) Methods of its diffusion, (c) Effects? (20)
11. Describe the Thermometer, giving the different kinds, and showing how they differ. (15)
12. If a body of water at the freezing point measures 120 gallons, how much will it measure when it has reached boiling point? (20)
13. What is the great Law of Reflected Light? Explain and illustrate it. (25)
14. Describe and explain the structure of the eye. (25)
15. By what different means is Electricity developed? What is Galvanism? and whence named? (25)
16. State the theory of the Galvanic Battery. (25)

English Grammar.

1. (a) Enumerate the vowels. (b) Explain with examples the terms: *Syllable* and *Diphthong*. (10)
2. (a) Give the parts of speech. (b) Define any two of them. (c) Enumerate the different classes of Nouns. (d) Define these classes and illustrate by examples. (20)
3. Arrange into the different classes the nouns in the following:—
Canada was conquered by the English. Walking is a healthy recreation. Bees gather honey all the day. The Ostrich runs with great swiftness. Snow is white. (10)

4. Construct a sentence containing an adjective of *quality* and one of *quantity*. (15)
5. (a) Enumerate the different classes of pronouns with an example of each. (b) Decline the 1st personal pron., sing. and pl., and give the objective sing. and pl. of the 3rd Personal Pronoun. (20)
6. (a) Define the different classes of verbs. (b) Form 5 sentences with Transitive verbs in the act. voice, and then turn these into the passive. (25)
7. Give the Auxiliary verbs, and explain their uses. (15)
8. Construct 10 sentences, 5 illustrating the subjective, and 5 the Objective complement. (25)
9. Illustrate Teutonic, Greek and Latin suffixes with 5 words of each. (15)
10. Correct, giving a reason for each correction:—(a) Homer is greater than any Epic Poet. (b) Between you and I, he is a great fool. (c) The Atlantic separates the old and new world. (d) What is the use of you talking like that. (e) O Thou my voice inspire, Who touched Isaiah's hallowed lips with fire. (20)
11. (a) Define the term, Complex sentence. (b) Construct one with a Substantival, an Adjectival and an Adverbial clause in it, indicating the Principal clause and the nature of each Subordinate clause. (25)
12. "Perhaps in this neglected spot *is laid*
Some *heart* once pregnant with celestial fire,
Hands that the rod of *empire* might have *swayed*,
Or waked to ecstasy the living *lyre*."
- (a) Turn the foregoing lines into prose supplying the ellipses, if any, giving (b) a general analysis of them, (c) a detailed analysis of the principal clause. (d) Parse the words underlined. (25)
13. Say (a) which parts of speech are declinable, and which indeclinable. (b) In respect of what are the former severally declinable? (20)

History.

1. Tell all you know of Boadicea. (10)
2. (a) Give the date of the landing of the Saxons. (b) Who were their leaders? (c) Name the different tribes. (10)
3. Give a short sketch of the reign of Alfred the Great. (15)
4. Give with dates an account of the War of The Roses. (25)
5. (a) Give the date of the union of the crowns of England and Scotland. (b) How came James VI of Scotland to inherit the English throne? (15)
6. Give, with dates, the leading battles of the civil war which ended in the execution of Charles I. (15)
7. Write as full an account as you can of the progress of the Reformation in Scotland. (25)

8. Sketch briefly either "The Popish Plot," or "The Rye-House Plot." (20)

9. State fully the last attempt of the Stuarts to regain the throne of Britain. (25)

10. (a) When were the Parliaments of England and Scotland united, and when those of Britain and Ireland? (b) What relation does Queen Victoria bear to the preceding sovereign? (10)

11. Give 4 of the leading battles of the Peninsular War, or give an account of the battle of Waterloo. (20)

12. Name 6 of the leading authors of Queen Victoria's reign, with at least one work of each. (20)

13. What were the ancient or Indian names for Quebec and Montreal (10)

14. Give a short sketch of the life and character of Champlain. (15)

15. Describe with dates the different sieges of Quebec. (20)

16. Tell all you know of the Constitution or mode of Government of Canada. (25)

Geography.

1. Define any five of the following terms:—(a) Hemisphere. (b) Western Hemisphere. (c) Latitude. (d) Longitude. (e) Lake. (f) Gulf. (g) Bay. (h) Strait. (i) Peninsula. (j) Delta. (10)

2. Enumerate (a) the signs of the Zodiac. (b) the Zones, giving their position. (20)

3. Give (a) the boundaries of N. America, (b) its Countries, Capitals and kinds of government. (25)

4. (a) What Provinces form the Dominion of Canada? (b) Give the capital of each with other ten towns or cities in the Dominion. (25)

5. Enumerate 15 Counties in either Quebec or Ontario. (15)

6. Give any 5 Countries with their Capitals in either S. America or Europe, or Asia, or Africa. (10)

7. Say where the following are:—(a) Hudson Bay, (b) Caribbean Sea, (c) Baltic Sea, (d) Arabian Sea, (e) China Sea, (f) Sea of Azov, (g) Bay of Biscay, (h) White Sea, (i) Caspian Sea, (j) Straits of Magellan. (15)

8. Give 10 Counties and 10 cities or towns in either England, or Scotland, or Ireland. (20)

9. Where are the following, and for what is each noted? Quebec, Manchester, Birmingham, Delhi, Peking, Lisbon, Corunna, Cyprus, Waterloo, Leeds, Sheffield, Halifax, Austerlitz. (25)

10. Trace the largest river (a) of the United States, (b) of Canada. Give 5 Tributaries of each, and 5 cities or towns on the banks of each. (25)

11. (a) Mention the various circumstances that determine the climate of a country. (b) Account for the direction of the rivers of any country. (20)

12. Explain the Diurnal and Annual Motions of the earth, with effects. (20)

13. (a) Where is Australia? (b) Give its principal divisions and towns, and all you know of its climate, resources, &c. (25)

14. Name any 20 dependencies of Great Britain, with their positions. (25)

Sacred History.

1. Give in order the events which happened in the days of Creation. (20)

2. Write and explain the first passage in the Bible which expresses the promise of a Saviour. (25)

3. Write what you know about the Tower of Babel. (10)

4. Who was the Father of the Faithful? Mention some instances of his faith. (15)

5. What does "Bethel" mean? From what event did this place derive its name? (25)

6. What was the Manna? How was it given? and with what directions for its use? What was the spiritual significance? (25)

7. Give a short account of the Tabernacle and its furniture? (25)

8. In what way was the child Samuel called to be a prophet of the Lord? (15)

9. Describe some incident in the life of David. (15)

10. How was our Saviour rescued from death while He was an Infant? (15)

11. What event took place at the time of His Baptism? (15)

12. Describe the miracle of feeding the 5000 men in the wilderness. What spiritual lesson did our Lord draw from it? (25)

13. What promise did our Saviour leave with His Apostles at His Ascension? and how was it fulfilled? (25)

14. Describe Peter's release from prison. (20)

15. Give some account of the conversion of St. Paul. (15)

BOOK NOTICES.

Professor Knapp's *Modern Spanish Reader** comes to us, so to speak, with good introductions. Only last year we had the pleasure of reviewing a grammar by the editor of this Reader, so admirable in plan and so finished in detail that the name on the brown cover of this new book was a promise of good things within—an assurance of scholarship none the less profound for its

* *Modern Spanish Readings, embracing Text, Notes and Etymological Vocabulary.* By William J. Knapp, Professor in Yale College. (Boston: Ginn, Heath & Co.) Mailing Price, \$1.65.

sparkling surface. We have gone through part of the book with a pupil and so have tested practically its usefulness to a beginner. The references to the grammar are full, the notes so admirable that, like *Oliver Twist*, we cry for more, and the vocabulary is a model, for it is seldom that a scholar can remember that what is familiar to him is so hard to a beginner. Here and there a reference might have been added, and several words are omitted from the vocabulary, but these are trifles and we do not believe in that apron-string teaching which puts a stupid and lazy boy on a par with one who has industry enough to find a meaning in his dictionary or an explanation in his grammar. The constant attention paid to etymology will be gratefully recognized by every teacher, and if some of the derivations are a little startling, Professor Knapp has shown that he is well able to defend his opinions, cf. his notes on *chico*, *gozne*, and *abrigo*,—and we hope that some day he will do for the Spanish language what Brachet has for the French, open to the busy and the unlearned the great highway of historical grammar and word-lore. It seems ungracious to find fault with a book that has given so much pleasure, but we must protest against the flavour of slang that disfigures some of the translations. Who is to resist this increasing vice, if our leaders yield? The selections are very happy, fresh, pointed and varied. Again and again, in reading, one wonders that so little is translated from Spanish, for here is a field for the cheap libraries, quite as rich and far more novel than that availed of in French or German. There is a novel in this book, "*La Mariposa Blanca*," that could not fail to be a success if any of the life of the original remained in English. The first extract is a brilliant sketch up to the best of Parisian writing; the last, "*On the Sovereignty of the People*," a political study as good as any of Freytag's. We fear that we have already reached our limit of space, but we cannot conclude without a word of thanks to one who has given us so much charming reading, and an assurance that Mr. Knapp's name will always be for us a stamp showing a coin worthy of widest currency.

We are glad to welcome the second edition of an old acquaintance. Mr. Emberson's *Art of Teaching** first appeared in 1877, and it is some testimony to the value and popularity of the book that it has been found necessary to issue a second edition in response to the rising demand. The merits of the work are by this time so well known that detailed criticism is unnecessary. We shall content ourselves with noticing the chief additions and alterations in the present edition. Of these, the most valuable is the appendix containing Principal Robins's masterly

* *The Art of Teaching, a Manual for the use of Teachers and School Commissioners.* New Edition, with Appendix. By F. C. Emberson, M.A. Price, 60 cents. (Dawson Brothers, Montreal).

paper upon Object Lessons—a subject that has assumed greater prominence as a portion of elementary education since the first edition of the work before us. Besides this paper the appendix contains Dr. Robins's General Hints to Teachers, circulated a year or so ago, which we are glad to see here in a permanent shape; as well as some excellent Rules for the French Genders by the author himself, first printed in our own pages, and revised by Professor Darey. Some additional matter has been introduced into the body of the work. Such are the suggestive Time-Tables facing pages 88 and 89, which secured honourable mention in the Dominion Exhibition for 1880. Many misprints in the first edition have been corrected, and paragraphs have here and there been recast, without however destroying the original character of the work. Indeed it is quite possible that the revision might have been carried further with advantage. The Introduction, for instance, might have been recast and much of the advice given there imported into the body of the work. Again, we cannot see the precise value of the Synopsis of Human Nature on pages 52 and 53. It is surely a case of "*ignotum per ignotius*" to appeal to Cheops, Tarrare and Janet McLeod as exemplifications of different Master Passions. Those unfamiliar with Latin will be puzzled with "Extravagance" as the vice corresponding to the virtue of Domesticity, and an English equivalent should have been given for Philomathœia. But enough of fault-finding. Those who know Mr. Emberson's little book will agree with us that it is, what few books upon the subject are, lively reading. It contains many interesting suggestions and covers much ground usually omitted from such works. It is, moreover, clearly printed and strongly bound, and by no means the least of its merits, not too long—covering in all but 151 pages.

When a man, originally well educated, has for more than thirty years been engaged in teaching his mother-tongue to pupils of different ages, capacities, and nationalities, it may be reasonably inferred that he is master of his work, and has fully ascertained all the difficulties connected with it. Such is the position of Professor Darey. In the High School in past time, and at the present time in the Normal School and at the University of McGill,—not to speak of lectures before the Ladies' Educational Society, and private lessons during a long course of years—he has acquired a perfect knowledge of the impediments that beset the path of a student of the French language, and in his *Principles of French Grammar*,* just published, has successfully endeavoured to smooth that path. He has accordingly

* Principes de Grammaire Française. Par P. J. Darey, M.A., Professeur de Littérature Française à l'Université McGill. Price, 50 cents. (Dawson Brothers, Montreal).

produced a short, comprehensive and systematic treatise, having learned from his extensive experience that length has hitherto been the most formidable mistake of books intended to give instruction in the French language. *Ni trop, ni trop peu*, has been the motto that he has kept before his eyes in the compilation of his Grammar, and a thorough examination of the work enables us to declare that he has amply fulfilled the conditions that he proposed to himself. It is, of course, impossible that in a work of limited size every idiomatic difficulty should be dealt with; but the ten chapters on Etymology, and the nine on Syntax, exhaust their respective subjects, as far as is feasible, in a narrow compass. In so brief a notice as this necessarily must be, it would be absurd to attempt to go into details. It must suffice, therefore, to say that we honestly recommend Professor Darey's work as far superior to all others with which we are acquainted for conciseness, comprehensiveness, and general attractiveness. Great pains must have been taken with the proof-reading, as, while examining it carefully, we have noticed but few errors.

LOCAL ITEMS.

Protestant Board of School Commissioners, Montreal.—The regular meeting of the Protestant Board of School Commissioners was held on September the 29th. Mr. Alderman Holland, the new Commissioner, vice Principal Dawson, resigned, was welcomed to the Board. The minutes having been read and certain items of business arising out of them transacted, the Chairman reported on the distribution of teachers, that Miss Lampard had been transferred to the Sherbrooke Street School, that Miss Barlow and Miss Rodger were this month filling the places of Miss Whinfield and Miss Hill, absent, that Miss Fowler and Miss Barr had been assigned to the British and Canadian, Miss Bothwell and Miss Cowling to the Ann Street, and Miss Anderson to the Royal Arthur School. The temporary appointments of Miss Clarke and Miss Robins were ratified. The Chairman and the Rev. Dr. Jenkins were appointed a Committee with power to provide, if necessary, an additional master for the High School, a teacher for the Point St. Charles School, and a specialist in singing for the Sherbrooke Street School. An amended scheme of examinations for determining the prize for application to study was adopted. A letter of farewell was read from Dr. Dawson in acknowledgment of that sent to him by the Board. The letter signed by the Chairman, the Rev. Canon Norman, D. C. L., and by the other Commissioners was as follows:—

“DEAR DR. DAWSON,—We cannot allow you to vacate your place on our Board and to quit the city of Montreal and the Dominion of Canada without giving expression to our strong regret, our grateful regard and

our unanimous good wishes. Your great ability, high character, mature experience and deep interest in the cause of enlightened education have made your presence and co-operation of the greatest value to us. Your departure (we trust only for a time) removes from our midst a great champion of the rights of the Protestant part of the population of this province, while your labors in the cause of higher education not only can never be forgotten, but have left a mark which can never be effaced.

"Your co-operation has also been especially valuable to us by reason of your relation to higher education, as Principal of McGill University and by the influence which you have exercised over the general education of the country, through the position which you hold as member of the Council of Public Instruction.

"This twofold position has enabled you to guide the deliberations of the Board towards the attainment of united action, not only with the higher schools of the country, but also with the universal course of education in this Province.

"Your courtesy and wisdom have also materially aided in maintaining the harmony which has ever been conspicuous throughout our deliberations.

"The change of scene, and relief from grave responsibility, which you hope to enjoy during the next twelve months, are, we are confident, much needed, and we trust that they will so invigorate and refresh you, after your protracted and anxious labors, that you will return to this country to give to this Province, and especially to the important work of education therein, the benefit of your knowledge and experience. With every good wish for your health and happiness, and with an earnest hope for, at no distant date, a resumption of our former happy relations,

"We beg to remain," &c. &c.

The Secretary received permission to correct, reprint and renew all annual engagements with the teachers. The auditors' annual report, and the monthly statements of accounts, were submitted. In consequence of wilful breakage of glass from the streets and other damage to school property, it was resolved to swear in caretakers as special constables. In the British and Canadian school it was agreed that Hebrew, which in the case of Jewish children is an alternative for Scripture history, should rank as its equivalent in the annual examinations. Applications for employment were submitted and ordered to be filed.

Tributes to Dr. Robins.—We are glad to be able to record the following tributes of respect to Dr. Robins upon the occasion of his accepting the Principalship of the McGill Normal School. The following is an extract from the minutes of the Protestant Board of School Commissioners of Montreal:—

"The Chairman read a communication from Dr. Robins, Secretary of the Board and Superintendent of its Schools, resigning these offices, in view of his accepting the appointment of Principal of the McGill Normal School. Whereupon it was unanimously *Resolved*,—

"That in accepting this resignation, the Board would record, and does hereby record, its sense of the value of the services which, as its Secretary and Superintendent, as well as in other capacities for a period of thirteen years, Dr. Robins has rendered to Protestant Education in Montreal, in

both its High School and Common School departments. To Dr. Robins' energy and faithfulness, and no less to his rare capacity, are, in the judgment of this Board, largely due the high standing and efficiency to which its schools have been brought during these years of untiring and laborious service.

"The Board bears willing testimony, also, to Dr. Robins' unvarying readiness and urbanity in all his official relations and acts; qualities to the exercise of which its members would hereby confess themselves in a great measure indebted for the pleasure and satisfaction with which they have together prosecuted their common work. While regretting the loss which the withdrawal of his invaluable services will entail, so far, that is, as the special work of the Commissioners is concerned, the Board would take the opportunity of recording its satisfaction that the large experience and acknowledged ability of Dr. Robins are to be henceforth employed in the wider sphere of Provincial Education, as Principal, namely, of the McGill Government Normal School.

"*Resolved*,—That a copy of this minute, suitably engrossed, be forwarded to Dr. Robins."

At the quarterly conference of teachers in the employment of the Protestant Board of School Commissioners, held on the 6th September, the following resolution was unanimously adopted:—

"*Resolved*,—That this being the first quarterly meeting of teachers under the Protestant Board since Dr. Robins' resignation of the position of Secretary of the Board and Superintendent of Schools, the members of this conference as representing the whole body of teachers in the employment of the Board, would record their deep sense of regret at the loss which the withdrawal of Dr. Robins will entail.

"They would also bear grateful testimony to the wide experience, great abilities, and untiring energy which enabled him to discharge the arduous duties of the office with such conspicuous success. His official relations with the teachers in the service of the Board were invariably characterized by courtesy and ready counsel.

"The members of this conference would also take the opportunity of congratulating Dr. Robins upon his appointment as Principal of the McGill Normal School, and of assuring him of their continued good wishes for his success in his new sphere of educational labour."

Engagements by the year.—We hear that many of the larger municipalities in the inspectorate of Mr. McLoughlin have engaged their teachers for the whole of the scholastic year. Foremost among these are Potton, Brome and Dunham. We are glad to be able to announce this fact and we hope that other districts will follow the good example set them.

McGill University—Annual Award of open Scholarships.—At the competitive examinations just concluded at McGill College, the following scholarships and exhibitions were awarded to students and candidates for admission:—

Scholarships.—Tenable for two years.—Third year—Mathematical scholarship—*Lochhead, W. Third year—Classical and

* Annual value of scholarship or exhibition, \$125; donor, W. C. McDonald, Esq.

modern languages scholarship—†Stewart, W. G. Third year—
Natural science scholarship—*Hargrave, I.

Exhibitions.—Tenable for one year—Second year—*Patterson, W., Huntingdon Academy, Que. *Macdougall, J., Huntingdon Academy, Que. *Ritchie, P. E., High School, Montreal. ††Topp, F., McGill Normal School.

First year—*Johnson, A. R., High School, Montreal. *Brown, S. R., Huntingdon Academy, Que. *Johnson, R., Kincardine High School, Ont. *Murray, A., private tuition. §Colby, C., W., Stanstead Wesleyan College. ¶Hill, R., High School, Montreal.

McGill Normal School.—The twenty-seventh Annual Session of the McGill Normal School opened on the third of September by the enrolment, on that and following days, of one hundred teachers-in-training. Of these, seven holders of Model School Diplomas are pursuing the course which leads to the Academy Diploma; thirty-seven are prosecuting their studies in the hope of attaining the rank of legally qualified teachers of Model Schools, and the rest aim at the possession of the Elementary School Diploma. Although the continuous absence from duty of Mr. F. W. Hicks, Assistant Professor of History and English Literature, through his serious and lamented illness, imposes excessive duty on the rest of the staff of the School, it is gratifying to learn that there is no diminution in the efficiency of instruction. Indeed, we believe, the most strenuous exertions are made so to raise the standard of acquirement that next year, if not this, the Academy Class shall be fitted to undertake the Higher Examinations for Women of the Universities, and so be enabled to meet, as far as possible, the requirements of the new Regulations for Academy Diplomas issued by the Protestant Committee of the Council of Public Instruction.

St. Francis College, Richmond.—This well-known and efficient Institution is about to commence a new era of its existence. The old buildings having been completely destroyed by fire, a very fine pile of new ones has just been completed. They are beautifully situated, have ample class rooms, furnished in the most improved manner, and accommodation for about forty boarders. The Corporation have secured the services of Mr. S. F. Passmore, B.A., of Toronto University, a gentleman of experience in teaching, as Principal of the College. He will be assisted by an adequate staff of competent teachers. The object of the Institution is to provide a sound English education, to fit young men for agricultural

* Annual value of scholarship or exhibition, \$125; donor, W. C. McDonald, Esq.

† Annual value of scholarship, \$120; donor, C. Alexander, Esq.

†† Annual value of exhibition, \$125; donor, George Hague, Esq.

§ Annual value of exhibition, \$100; donor, Mrs. James Redpath.

¶ Annual value of exhibition, \$100; donor, Major Hiram Mills:

and mercantile pursuits, and to matriculate in Arts, Law and Medicine. Being affiliated to McGill University, Montreal, young men can take two years of the Arts' course, in the College should they desire to do so.

The Quebec City Schools.—The following changes have taken place in the teaching staff of the Quebec schools. The Rev. R. Ker, Rector of Trinity Church, has been appointed Vice-Rector of the Quebec High School. Mr. A. D. McQuarric has succeeded Mr. Emslie in the Artillery Street Commissioners' School. Miss Minnie Moore has succeeded Miss Campbell in the Junior Department and Miss Maggie Moore takes the place of her sister in the primary class. Miss Mackie has been appointed to fill the Vacancy in the Girls' High School caused by the resignation of Miss Clarke. Miss Lloyd has resigned her position in the D'Aiguillon St. Commissioners' School. All the Schools, under control in the City have opened with a very fair number of pupils.

The Sherbrooke Schools.—The Young Ladies Academy opens for the year under Miss Kate Wilson, holding an Academy Diploma from the McGill Normal School, and having an excellent record as a teacher. Miss Wilson takes the place of Miss Garaty, who, after a long and very successful career as a teacher, has entered another sphere. The Central School (4 departments,) is fortunate in again coming under the charge of Miss Rodgers,—who resigned the position three years ago—assisted in the junior departments, by Miss A. Wilson, Miss Hogue and Miss Bottom. The school opens with a good attendance. The North Sherbrooke School opens in an excellent new building finely situated on Prospect St. under the charge of Miss Sutton and Miss Stevens,—the rooms being well filled. The East Sherbrooke School is still taught by Miss Steere: this school has not got a suitable building, but it is hoped that the want will not long continue. With this exception, all the school buildings are excellent and are well furnished. The Young Men's Academy re-opens under the charge of C. W. Parker, with Miss Mitchell as teacher of the junior department, and an increased attendance.

The St. Johns Schools.—The English schools in St. Johns, we hear, have been centralized and placed under the supervision of the School Board. This we believe, is decidedly a move in the right direction, and one calculated to be of benefit alike to pupils and teachers. Mr. Curtis, the principal, and Miss Tyler the assistant, will continue to occupy the upper portion of the school building, and still use the main entrance at the north end. Each of these departments is divided into three forms, as heretofore. On the first flat is Miss Nichols' Private children's school, and a young ladies' Model School opened by Miss K. Caulfield, each in separate rooms with their own entrance at the south-western entrance of the building. We hear that the services

of the Rev. Mr. Reindeau have been secured to take the more advanced French course, which will be a great advantage to the pupils of the institution, while the Rev. Mr. Reindeau continues to give lessons in sacred history and elocution.

MISCELLANEOUS.

The Psychology of children—A correspondent of the *Folk-Lore Journal* suggests to anthropologists the desirability of investigating the psychology of children, whose early conceptions of things present analogies to the beliefs of lower races. The study of the thoughts of individual children may, the *Athenæum* remarks, lead to just inference respecting those of mankind in pre-historic times. Professor Stanley Hall, in America, is making preparation for extensive inquiries into the matter, and our own Folk-Lore Society has referred it to a committee.—*The Schoolmaster*.

St. Andrews and Female Education.—The examinations for the LL.A. degree granted to women by the University of St. Andrews appear to be prospering. There were as many as 440 candidates this year. The standard of attainment, both in the pass and the honours examinations, is the same as that required for the M.A. degree. Any candidate who passes in five subjects (one of them a language), or who gains honours in one subject and passes in other three (one of the four being a language), receives the title of LL.A. In 1877 there were nine candidates, of whom three received the diploma of LL.A. This year seventy-six such diplomas were awarded.—*The Athenæum*.

Hygiene in England a subject of instruction.—The Lords of the Committee of Council on Education, have added hygiene to the list of sciences towards instruction in which aid is afforded by the Science and Art Department. The following is syllabus of the subjects:—Elementary stage: (1) food, diet, and cooking; (2) water and beverages; (3) air; (4) removal of waste and impurities; (5) shelter and warming; (6) local conditions; (7) personal hygiene; (8) treatment of slight wounds and accidents. Advanced stage: (1) food and adulterations; (2) water and beverages; (3) examination of air—chemical and microscopical; (4) removal of waste and impurities; (5) shelter and warming; (6) local conditions; (7) personal hygiene; (8) prevention of disease. Honours.—In addition to the topics enumerated under the elementary and advanced stages, questions will be set in the following subjects:—Trades nuisances, vital statistics, sanitary law. Teachers who obtain the requisite success in hygiene, in May 1884, will be eligible to earn payments on the results of instruction which they may subsequently give in that subject. Meanwhile, medical practitioners whose names appear in the register of the general council of medical education of the United Kingdom, will, on application, be registered as duly qualified according to the rules.—*The Schoolmaster*.

PERSONALS.

Mr. Charles A. Jackson, Esq., has resigned the position of Principal of the Knowlton Academy, which he has ably filled for eight or nine years, and is succeeded by Mr. A. G. Kealy, B.A., Cantab.

Mr. A. L. Gilman takes charge of the Cowansville Academy and Graded School.

Mr. A. B. Wardrop has taken charge of the Dunham High School.

Miss Kate B. Brown teaches the Church School at West Farnham which has been lately re-opened.

We hear that Miss Callista Burnham has been elected to teach in the Frelighsburg Academy.

Miss Charlotte M. Smith has taken charge of the Model School at Philipsburg.

Mrs. W. O. Breck opens the Academy at Stanbridge.

The Sweetsburgh District School opens under the charge of Miss Agnes Leslie.

Miss Mary Taylor teaches the Knowlton Village School.

Miss Martha Thompson is in charge of the school at Scottsmere, and Miss Alice Trof at Farnham Centre.

The Academy and Graded School of Coaticook resumes under the very efficient management of Mr. and Mrs. G. L. Maston, assisted by Miss A. Mitchell and Miss L. Osgood.

The Richmond Girls' School, graded,—the junior departments, mixed,—re-opens under the charge of Miss S. M. Cleveland, who has conducted the school very successfully for several years. The senior boys are provided for in the junior department of St. Francis College.

The Ulverton Model School has opened under the charge of Miss Elizabeth Ramsay from Montreal.

Mr. Ashcroft of the McGill Normal School has been appointed teacher in Valleyfield Model School.

Mr. Blanchard, also of the McGill Normal School, has gone to the Shawville Academy.

Mr. Young, of Ontario, is now teaching in Aylmer Academy.

The Lachine Model School has been re-opened under charge of Mr. C. R. Grey.

Mr. H. Fynes-Clinton, B.A., mathematical honors, Keble College, Oxford, has been appointed by the Principal of Bishop's College, to the post of First Resident Master in Bishop's College School, Lennoxville.

Mr. Archibald McArthur, late of the McGill College, opened the Scholastic year in the Clarenceville Academy on the 3rd September, with a good attendance.

The Cote St. Antoine Public School opened under the supervision of Miss Scroggie and Miss Kerr. These young ladies have had a long experience in teaching, and Miss Scroggie was formerly connected with the School but for the past year has been teaching in Longueuil.

In the Eaton Academy Miss Cora Short has taken the place of Miss Kate Wilson now in Sherbrooke.

We learn that Mr. G. Mercer Adam has resigned the editorship of the *Canada Educational Monthly* of Toronto, and that he will be succeeded in the post by Mr. G. H. Robinson, M.A., late of Whitby Collegiate Institute,

a gentleman of both literary and professional experience, and possessed of an intimate acquaintance with the affairs of education.

The vacancy created by Principal Dawson's retirement from the Protestant Board of School Commissioners, Montreal, has been filled by the appointment of Alderman Holland.

CORRESPONDENCE.

PROGRESS IN HUNTINGDON, P. Q.

To the Editor of the EDUCATIONAL RECORD.

We may say that the Educational pool in this section of the country is being frequently moved of late, and that the School authorities are successively stepping in with excellent results. It has been moved by the Superintendent's circular, and the Secretary's visit to such an extent that nearly the whole district adopted a uniform series of authorized text-books, which are now being rapidly introduced into our schools. Mr. Baird, the chairman of the School Commissioners of Ormstown, presented each of the eleven schools with a complete set of Gage's Readers as a prize. It has been moved by the scarcity of Teachers, and salaries in some instances have been raised from \$14 to \$20 per month. It has been moved by the establishment of Model Schools in three very important centres, Valleyfield, Ormstown and Hemmingford. The Valleyfield school has been in existence some years, conferring incalculable benefits on the residents; the Ormstown School, under Miss Nolan, though in its infancy, has already, we understand, taken the honorable position of standing first on the list of Model Schools in the province; for that of Hemmingford, with proper management and experienced teachers, we anticipate a brilliant career. As steel sharpens steel, it will be a pleasure to bring these three Schools together in order that one may sharpen the other.

It has been moved by reverses; and the Directors of the Huntingdon Academy have resolved that that institution shall flourish, and consequently they are making extensive repairs both inside and out; they have secured the services of an experienced Ontario teacher, Mr. Silvanus Phillips, B.A.; but, unfortunately, they consider the acquisition of the French language as an accomplishment instead of being, as it is, a necessity in this province; and, therefore, have placed it among those subjects for which an extra fee must be paid. This, we think, has driven many to the city for their education, who otherwise would have come to the Academy. And finally it is moved by the good sense, intelligence and humanity of the Commissioners and Trustees themselves, hence we find the country filling up with good and comfortable schoolhouses; we find a better class of teachers engaged and higher salaries paid; and, doubtless, we shall soon find the results gratifying to all interested in the welfare of the rising generation.

Yours,

BYSTANDER.

DEPARTMENT OF PUBLIC INSTRUCTION.

OFFICIAL ANNOUNCEMENTS.

From *Quebec Official Gazette*.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 14th July, instant, (1883), to appoint the Rev. Dr. J. F. Stevenson, a member of the Protestant Board of School Commissioners, Montreal, inasmuch as his term of office has expired.

His Honor the Lieutenant Governor has been pleased by order in Council dated 31st July last (1883), to appoint Mr. Joseph Napoléon Miller, of Montreal, to the office of School Inspector in the room and stead of A. D. Dorval, deceased, for the same district, to wit: the counties of Montcalm, L'Assomption and part of the county of Berthier.

His Honor the Lieutenant Governor has been pleased by order in council, dated the 31st July last, (1883), to annex to the School municipality of the parish of "Sacré Cœur de Jésus," in the county of Beauce, certain lots of land which formed part of the parish of "Saint Pierre de Broughton," and which are designated in a proclamation of the Lieutenant Governor of the nineteenth February last, (1883), the said school Municipality to have the same limits as those assigned to the parish of "Sacré Cœur de Jésus," in the said proclamation.

His Honor the Lieutenant Governor has been pleased, by order in council dated the 31st July last, (1883), to detach from the school municipality of "l'Anse à Valeau," in the county of Gaspé, that part of territory which extends to the east from the property of Thomas Savage inclusively, and to the west as far as that of Nicholas Tapp, also inclusively, forming an extent of about four miles in front by two miles in depth, and to erect it under the name of "Petit Cap."

His Honor the Lieutenant Governor has been pleased by order in council, dated the 2nd August instant, (1883), to appoint the following school commissioners, to wit:

County of Gaspé, Pointe-à-la-Frégate.—Messrs. Onézime Francoeur, Pierre Coulombe, Pierre Bélanger, Ferdinand Francoeur and Etienne Ste. Croix. County of Rimouski, Saint Joseph de Lepage.—Mr. Louis Banville, instead of Mr. George Chamberland.

His Honor the Lieutenant Governor has been pleased, by order in council, dated 8th August, instant (1883), to appoint the following school commissioners, to wit:

For the county of Bellechasse, Saint Valier.—Mr. Alexis Corriveau, instead of Mr. Ludger Fortin, whose term of office has expired.

For the county of Joliette, Saint Jean de Matha.—Adhelme Plante, Esq., physician, instead of Mr. Alexis Ayat, who has been more than three months absent from this municipality.

For the county of Levis, Saint Henri de Lauzon.—Messrs. Louis Brochu and Norbert Fortin, instead of Messrs. Théophile Brouard and Damase Blouin, whose term of office has expired.

His Honor the Lieutenant Governor has been pleased by an order in council, dated 8th August, instant, (1883), to appoint the following school commissioners, to wit:

For the county of Maskinongé, Peterborough.—Messrs. François Leblanc, junior, and Jean Baptiste St. Jean, in the room and stead of Messrs. James Savoie and Norbert Savoie, no longer in office.

For the county of Témiscouata, Saint Hubert.—Messrs. François April and Thomas Malenfant, in the room and stead of Messrs. Mathias Sindon, and Elisée Gagné, no longer in office.

For the county of Wolfe, Saint Joseph of South of Ham.—Messrs. Eugène Stanislas Darche and Augustin Lachance, in the room and stead of

Messrs. Eugène Gosselin and Noël Michel, no longer in office, and Mr. William Thompson, in the room and stead of Mr. F. G. Goodenough, who has left the municipality.

His Honor the Lieutenant Governor has been pleased, by order in council, dated the 9th August, (1883), to appoint the following school commissioners, to wit:

For the county of Two Mountains, St. Eustache.—Messrs. Stanislas Turcot and Moïse Rochon, in the room and stead of Messrs. F. X. Laurin and N. B. Lefebvre.

For the county of Maskinongé, Hunterstown.—Mr. Joseph Bergeron, in the room and stead of Mr. Léon Paquin.

For the county of Montmorency, "Les Crans."—Messrs. Hermant St. Gélais and Benjamin Simard, in the room and stead of Messrs. Napoléon Simard and François Paré.

For the county of Rimouski, N. D. du Sacré Cœur.—Mr. Pascal Parent, in room and stead of himself, the election not having taken place in July.

For the county of Soulanges, Saint Clet.—Mr. John Bte. Besner, in room and stead of Louis Leduc.

As School Trustees for the county of Ottawa, Eardley.—Mr. Julien Delorme, in the room and stead of Mr. Gilbert Perrault.

For the County of Saguenay, Isle d'Anticosti.—Mr. Fabien Noël, in the room and stead of Mr. Basile Noël.

For the county of Shefford, Village of Granby.—Mr. Louis Paré in room and stead of himself.

His Honor the Lieutenant Governor has been pleased, by an order in council, dated the 11th August, instant, (1883), to appoint Mr. Angus D. Cameron, in room and stead of himself, and Mr. James Martin, in the room and stead of Mr. James F. McAndrew, school commissioners for the municipality of the village of Buckingham, in the county of Ottawa, no election having taken place in July last.

His Honor the Lieutenant Governor has been pleased by an order in council, dated the 15th August instant, (1883), to appoint Messrs. Paul Poloquin and François Xavier Poloquin, school commissioners for the parish of Saint Joseph de Sorel, in the county of Richelieu, in the room and stead of Messrs. Narcisse St. Martin and Emanuel Lemoine, no longer in office.

His Honor the Lieutenant Governor has been pleased by an order in council, dated the 8th August instant, (1883), to modify the order in council No. 152, of the 8th May, 1882, erecting the school municipality of "*Grande Vallée Est*," in the county of Gaspé, and that there be given as limits to the said municipality, "*les limites seigneuriales*," instead of "*Petites Anses*," seeing that there are several of them, and in consequence nothing is well defined by it.

His Honor the Lieutenant Governor has been pleased by order in council, dated 18th August, instant, (1883), to appoint the following school commissioners, to wit:

For the county of Mégantic, Notre Dame de Lourdes.—Messrs. Aimé Fortin and Telesphore Bedard, in the room and stead of Messrs. Absolom Fortin and George Nadaud, no longer in office.

For the county of Stanstead, Village of Coaticooke.—Mr. Edwin F. Tomkins, in the room and stead of Mr. Thomas J. Baldwin, absent from the municipality.

His Honor the Lieutenant Governor has been pleased by order in council dated the 8th August, (1883), to revoke the order in council No. 410, of the 11th October last, (1883), in the matter of the annexation of a part of Saint Raphael to the municipality of Saint Charles, in the county of Bellechasse, for school purposes.

QUEBEC, 29th September, 1883.

CIRCULAR CONCERNING THE TEACHERS' CONVENTION,
ADDRESSED

To the Protestant Teachers of the Province, with the sanction of the Hon. the Superintendent of Public Instruction.

I have the honor to direct your attention to the Annual Convention of Teachers, to be held at Lachute, on the 25th, 26th, and 27th of October next. These annual gatherings now exercise a very important influence upon the Educational work of the Province, and deserve the hearty support of all persons interested in Education. The Protestant Committee will be represented on that occasion, and it is hoped there will be a large attendance of those engaged in Elementary and Superior Education in the Province.

The Programme which is being prepared promises to be an interesting one, and will include among others, the following subjects:—

1. Model Lessons on Reading, Spelling, Arithmetic, Grammar, Composition.
2. Discussion on the best methods of teaching these subjects.
3. Botany in our schools, and how to teach it.
4. Object lesson on a Plant.
5. Drawing.
6. The Classical Question.
7. Course of Study for Model Schools and Academies.
8. The Pension Act.
9. Regulations concerning Academy Diplomas.
10. Dr. Matthews' proposal to pay Teachers of Model Schools and Academies according to the percentage of marks gained by their pupils in the Examinations.
11. Representation of Elementary Education in the Council of Public Instruction.

This Programme is very full, and is of special interest to teachers of Model Schools and Academies, as the "Course of Study for Superior Schools" and "Payment by Results" are now under the consideration of the Protestant Committee. It is exceedingly desirable that there should be a large attendance of the teachers of the Model Schools and Academies, to express their opinion upon subjects of so much importance to the work in which they are engaged.

Further information can be obtained from the September-October number of the EDUCATIONAL RECORD, and from the Secretary of the Provincial Association, FRED. W. KELLEY, Esq., Ph. D., High School, Montreal, to whom application should be made at once by all teachers desiring private hospitality.

ELSON I. REXFORD,
Secretary of the Department of
Public Instruction.